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PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
THIRTIETH ANNUAL REPORT
1935

ALBERTA EDUCATION, 1935

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THIRTIETH ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA
1935

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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1936.

Edmonton, December 31st, 1935.

TO HIS HONOUR,

WILLIAM LEGH WALSH,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1935.

I remain Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

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Edmonton, December 31st, 1935.

THE HONOURABLE WILLIAM ABERHART,
Minister of Education.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1935. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book and Building Branches. A report of the Board administering "The Education of Soldiers' Children Act" is also included. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province are for the school year commencing July 1st, 1934, and ending June 30th, 1935. The financial and Departmental reports refer to the year ending December 31st, 1935.

I have the honour to be, Sir,

Your obedient servant,

G. F. McNALLY,
Deputy Minister of Education.

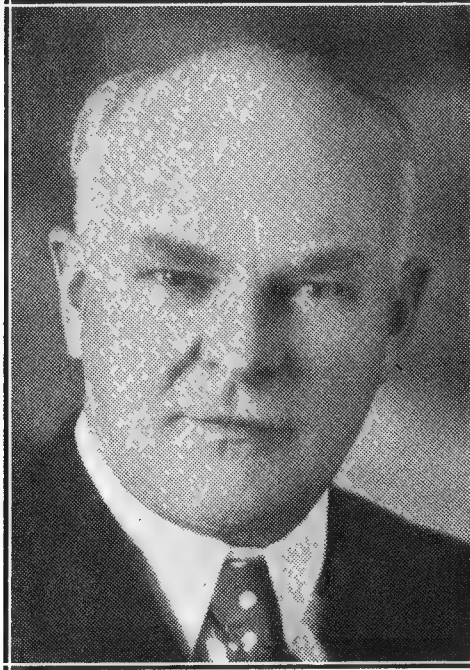


HONOURABLE WILLIAM ABERHART,
Premier and Minister of Education.

The Honourable William Aberhart, who was sworn into office as Premier and Minister of Education on September 3rd, 1935, assumed his new duties with a wide background of experience and training in the field of education.

He received his public school education at Seaforth, Ontario. He attended Chatham Business College, and acquired his teacher's training at Hamilton Normal College. He was graduated later from Queen's University with the B.A. degree.

Mr. Aberhart's academic career was followed by many years of successful teaching. From 1915 to 1935 he occupied the position of Principal of Crescent Heights High School, Calgary, during which time he became known as one of the outstanding teachers and school administrators in the Province. The new Minister of Education comes to his Department with an intimate knowledge of the work of education in this Province, and a broad grasp of educational problems.



GEORGE WALTER GORMAN

The late Deputy Minister was born in Petrolia, Ontario, and was graduated from McMaster University in 1905, with first class standing in Philosophy and Political Economy. Two years later he came west, and began teaching in a rural school near Regina. After a year's experience in teaching, he entered the Calgary Normal School, where he completed the training course required for a first class certificate. From 1909 till the summer of 1912, he was Principal of the Carstairs School and Secretary-Treasurer of the Town. Then he was appointed Principal of the Norwood School, Edmonton. His good work had already brought him to the notice of the Department of Education, with the result that in November, 1912, the Department placed him at High River as Inspector of Schools. The following year he was sent to Medicine Hat. In 1918 he was assigned to the Calgary Inspectorate; and in July, 1919, he was promoted to the position of Chief Inspector of Schools for the Province. On November 8th, 1934, Mr. Gorman became Deputy Minister of Education.

During Easter week, 1935, Mr. Gorman sustained a severe heart attack, from which he rallied but did not fully recover. In the hope that a sea voyage would restore his health, he left Edmonton on May 24th for Bermuda. He died on board the steamship *Lady Somers*, off Henry Island, Cape Breton, on the night of May 31st, and was buried at sea.

The late Deputy Minister was a man of strong personality, abundantly endowed with intellectual astuteness, common sense, genial humour, and the ability to inspire confidence. During the many years of his service as Chief Inspector, he won the loyalty and friendship of his staff of Inspectors, who often referred to him as a "prince". His was a judicial mind with an unusual capacity for laying bare the heart of a dispute or

contentious problem. Few men have been more gifted in composing factional differences, or in finding a straight course through a tangle of dissension. In the depth of the depression, his was the task of keeping the schools in operation, and, despite obstacles that would have daunted others, he succeeded.

His outstanding contribution to the Alberta school system was the organizing of two-room rural schools. Several years ago he was convinced that the problems of rural education cannot be solved until the Province adopts a new system of school administration. Under his supervision, experiments with the larger administrative unit were set up in the Berry Creek and Turner Valley areas. He was a staunch advocate of the merits of the new system. His faithful service to education will long be remembered by Alberta teachers, inspectors, and trustees.

REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirtieth annual report of the Department of Education.

In November, 1934, George W. Gorman, B.A., assumed the duties of Deputy Minister. He gave himself and his fine abilities unreservedly to his new task and gave every promise of providing leadership of high quality. At Easter, while in attendance at a meeting of the Alberta Educational Association, he was stricken with a heart attack. It was hoped that a prolonged rest would result in a complete restoration of his health. To this end, he left for a sea voyage intending to visit Bermuda. Death, however, came on May 31st, before he reached his destination. Burial took place at sea. A sketch of the career of the late Deputy Minister appears elsewhere in this report.

As a result of Mr. Gorman's death, the writer became Deputy Minister; Dr. H. C. Newland, Supervisor of Schools; E. L. Fuller, B.A., B.Paed., formerly Senior Inspector of High Schools, became Chief Inspector; and D. M. Sullivan, M.A., was transferred from elementary school inspection to the high school staff. At the same time, L. B. Yule, B.A., of the Supervisory staff of the City of Edmonton, returned to the service of the Department, while T. E. Hamilton, B.Sc., of Drumheller, G. F. Hollinshead, B.Sc., of Calgary, L. A. Walker, B.A., of Lethbridge, and H. A. Kostash, B.A., of Willingdon, joined the inspection staff of the Province. All of these gentlemen are keen students of education, experienced teachers and administrators, and bring undoubted capacity for leadership to the departmental force.

During the year, an arrangement was made with the Public School Board of Edmonton whereby accommodation for one of the city high schools was provided in the Normal School Building. In return for the rental thus made available, the Government undertook to re-open the Edmonton Normal School. Classes were accordingly resumed in September and candidates for first class certificate only were admitted. This fine building is now completely occupied and its facilities available to a large number of young people. The percentage of students coming up for Normal training with Grade XII standing is increasing each year. Of those registering in September, 437 of the 603 held the necessary standing to entitle them to admission to first class. This means that the transition to the higher admission requirement for everybody will be made almost imperceptibly.

At the end of the June term, Dr. A. M. Scott retired from the Superintendency of the Calgary High Schools, after 29 years of service. Dr. Scott has been closely associated with the Department of Education for many years, having been a member of the High School and University Matriculation Examinations Board almost from its inception. He was a member of the general committee having the direction of the revision of

curricula in 1922 and gave valuable service in that capacity. Dr. Scott takes with him into retirement the satisfaction of having exerted a lasting influence on the development of education not only in Calgary but throughout the Province as a whole, and of seeing policies which he advocated coming into general acceptance.

The Legislative Committee referred to in last year's report presented its findings to the Assembly in April. The following is a summary of the recommendations of the Committee:

- "(1) That residential schools, to serve the needs of families scattered over wide areas on the fringes of settlement, be established either by the Province directly or through a change in The School Act to permit of the organization of administrative units of larger size and greater resources, and that in the meantime every effort be made to enroll the children of such parents in the Departmental Correspondence Courses.
- (2) That secondary education be provided in rural areas either by the Province directly or through the combination of districts into units of sufficient size and strength to enable them to meet a common problem.
- (3) That suitable provision be made to meet the need for greater school library facilities.
- (4) That the Department of Education explore the possibilities of securing scholarships to meet the needs of deserving students in Alberta.
- (5) That the Department of Education investigate the feasibility of using the radio to enrich and supplement the teaching in rural schools.
- (6) That the Dominion Government be asked to establish a Canadian Library Commission and to foster adult education in the Province by means of grants for libraries in rural communities.
- (7) That at least one school of the Folk School type be established in Alberta at the earliest opportunity.
- (8) That early consideration be given to the question of the advisability of requiring either Grade XII for Normal Entrance or a two-year training course for all prospective teachers.
- (9) That teachers who have not taught for a period of five years be required to take a refresher course before being allowed to resume teaching.
- (10) That, in the revision of the curriculum now in process, every effort be made to insure that the programme to be followed in the smaller schools will be to the fullest extent possible, rich in values for those whose formal education culminates with the high school.
- (11) That the Department of Education provide more supervision for rural schools.
- (12) That, in the study of taxation now being made, and in any changes made pursuant thereto, particular attention be given to the financing of rural education, in order that the cost of a service which is admittedly the concern of every citizen may be more fairly distributed and educational opportunity equalized to the fullest degree possible.
- (13) That the Department of Education give careful study to the question of the larger unit of administration, in an effort to evolve a plan that will permit of the bringing of rural schools to a higher degree of efficiency, and that will, at the same time, be acceptable to the people of the Province."

Pursuant to these recommendations, and at your instruction, the Department prepared a pamphlet entitled "What Is and What Might Be in Rural Education in Alberta," setting forth the advantages which might

be expected from a re-organization in the administration of rural schools. This was widely circulated and large numbers were used by the members of the Legislature in discussions with their constituents. In this way, the proposal for enlarged units received more general examination and discussion than ever before.

A meeting of the Inter-Provincial Committee was held in Edmonton in November. There were in attendance Dr. Robert Fletcher, Deputy Minister of Education for Manitoba, Chairman; Dr. J. H. McKechnie, Deputy Minister of Education for Saskatchewan; Dr. S. J. Willis, Superintendent of Education for British Columbia, and G. Fred McNally, Deputy Minister of Education for Alberta, Secretary. Many questions of interest to all provinces were under discussion and the cause of joint action in such matters as text-book authorizations, a programme of health education and music examinations advanced to a considerable degree.

Attention is directed to the activities of the various branches of the Departmental service. Although the policy of granting loans to teachers-in-training was discontinued five years ago, there is still a considerable amount outstanding, due to unemployment and depression in salaries. During the year, the sum of \$45,267.26 was paid in principal and interest. More than one hundred teachers closed out their accounts and 365 others made substantial reductions in the amounts owing by them.

Fifty-three new districts were organized during the year and fifty buildings were erected almost entirely by voluntary effort. The construction of so many buildings at a cash outlay of slightly more than \$1,000 is a really notable achievement.

The enrolment for the year in publicly controlled schools was 167,954. While this appears to represent a decrease of about 4,000 pupils, it should be noted that a private school enrolment of 3,424 is not included in this figure. There was probably a decrease of 500 in the year's total.

Ten years ago, the average salary paid in rural schools was \$1,029.97. In the year just closed, the average salary was \$722.92.

The Institute of Technology had a very successful year. The total registration of day students reached 606 at the end of the year and represents 32 per cent. of an increase over last year. Courses in aeronautics and Diesel engineering proved very popular.

For nearly two years, the Department has been engaged in a thoroughgoing revision of the curricula in all subjects throughout the twelve grades. A complete statement of the progress made will be found in the report of the Supervisor of Schools.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1935, the Department of Education made the necessary arrangements for the education of the Alberta deaf and blind children in schools for such children in other provinces. A total of 72 deaf children and 16 blind children were sent to these special schools, the deaf being sent to the Manitoba School for the Deaf at Winnipeg, the British Columbia School for the Deaf and Blind at Vancouver, the school for deaf boys at Montreal and the school for deaf girls at Montreal. During the year, 62 pupils attended the Manitoba School for the Deaf, three boys attended the school for deaf boys in Montreal, three girls attended the school for deaf girls in Montreal and four pupils attended the School for the Deaf and Blind in Vancouver. During the June term, there were 60 pupils in attendance at Winnipeg. At the close of the term, three of these pupils did not return but two new pupils commenced when the school opened in October. Of the six deaf pupils who were attending school in Montreal during the June term, one girl, whose parents moved to Saskatchewan, is no longer a ward of the Province of Alberta. At Vancouver, three pupils attended during the June term and these all returned to school for the December term and in addition, one girl, who had been receiving private tuition, was admitted to the school. At the end of the year, therefore, there were 68 deaf children from this Province attending school and of this number there were 23 girls and 36 boys in Winnipeg, one girl and three boys in Vancouver and two girls and three boys in Montreal. One deaf boy who formerly attended at Winnipeg is now receiving instruction at the Montessori School in Calgary and the Government takes care of the cost of his tuition. There was also a deaf girl, who is physically handicapped, who was not in school but who received instruction privately and in this case also, the Government contributed towards the cost of the tuition.

There were 16 blind children in attendance at school during the year at the Ontario School for the Blind at Brantford. There were 13 in attendance during the June term and one of these did not return for the December term. Three new pupils commenced in September, making the total in attendance during the December term 15—eleven boys and four girls.

The total amount expended on behalf of the deaf and blind children for the fiscal year ended March 31st, 1935, was \$39,777.64, or \$1,076.00 less than for the previous year.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$5,000.00 for the fiscal year 1934-35. The amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton, and the Southern Alberta Committee with headquarters in Calgary. Services to the adult blind of the Province were maintained as in former years and the reports received indicated that \$13,197.88 was expended for the year ended March 31st, 1935.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary and one in Edmonton. In the Calgary class, there were 19 pupils enrolled, and in the Edmonton class 14 pupils. In the city of Calgary there

were seven rooms for sub-normal pupils, six conducted by the public school board and one by the separate school board. The number of pupils enrolled in these seven rooms totalled 124. Special grants to the eight rooms for special classes in Calgary amounted to \$6,464.01. In Edmonton, there was also one room for sub-normal children with an enrolment of 15. The grant paid for the two special rooms in Edmonton totalled \$1,950.00. In Edmonton, in addition to the one room for sub-normal children that received a grant, there were three rooms operated where such pupils were taught, but as the teachers were not fully qualified for this particular work only the regular grant in accordance with The School Grants Act was paid. In these three rooms, there was an enrolment of 52.

LOANS TO NORMAL SCHOOL STUDENTS

There is still a considerable balance outstanding on the accounts of teachers who obtained loans when attending Normal School in the years prior to 1931-32. During the fiscal year 1934-35, there was collected on these loans, \$37,793.20 principal and \$7,474.06 interest. One hundred and nine teachers closed out their accounts during the year and 365 teachers made payments against their accounts. The balance outstanding on these loans at the end of the fiscal year, i.e. March 31st, 1935, was \$129,092.73 principal and \$20,189.13 interest.

LOANS TO SCHOOL DISTRICTS

No direct loans were made by this Department to school districts during 1935. During the fiscal year 1934-35, there was collected on school district loans \$2,922.97 principal and \$3,760.61 interest. Two school districts closed out their accounts during the year and 31 districts made payments against their accounts. The balance outstanding against school district loans as at March 31st, 1935, was \$332,484.36 principal and \$161,874.20 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1935, there were 918 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were in general quite satisfactory, and it was found necessary to submit claims to the Bond Company on behalf of only four school districts. On two claims submitted, the Bond Company paid \$1,020.77 and there are two claims still pending.

REPORT OF THE BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The personnel of the Board was the same as that in 1934.

During the fiscal year ended March 31st, 1935, there were 193 students who received assistance under this Act, the amount expended on

their behalf amounting to \$8,842.00. The number of students receiving assistance under this Act has been steadily increasing since 1933 and at the end of 1935 there were 266 students receiving assistance.

Statistics for the fiscal year 1934-35 are as follows:

The number of students who received awards was 193 and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	22	13	35
2. High School (Academic).....	48	67	115
3. High School (Commercial).....	3	31	34
4. Agriculture	5	..	5
5. Domestic Science	..	3	3
6. Nursing	..	1	1
	78	115	193

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

READERS AND TEXT-BOOKS

The new series of readers for the elementary grades, "Highroads to Reading", Books I to V, was distributed for use in all schools by the School Book Branch during the summer. Book VI of this series will be distributed during the coming summer. The reading book selected for Grade VII by the committee representative of the western Provinces was the "Canadian Book of Prose and Verse," Book I and, accordingly, a first edition of this book was distributed for use this year. A revised edition of this book will be available when the schools open in September. It is expected that a new reading book for Grade VIII, selected by the same committee, will be ready for distribution before September. The first of the new series of text-books in Mathematics for intermediate grades, "Mathematics for Everyday," Book I, was introduced in Grade VII during the fall term. The teacher's manual, which has been prepared to accompany this book, will alleviate the difficulties incidental to this change. Plans are entertained for introducing the second book of this series in Grade VIII classes this fall. There have been no other changes in text-books during the year.

REVISION OF THE ELEMENTARY SCHOOL PROGRAMME

The General Committee on the Revision of Elementary School Programme consists of the following members: Dr. Donald J. Dickie, Miss O. M. Fisher, Principal G. K. Haverstock, of the Camrose Normal School, Inspector W. M. Hay, Dr. M. E. Lazerte, Inspector H. A. Macgregor, H. B. Trout, Inspector L. B. Yule, and the Supervisor of Schools.

Two meetings of this Committee were held at the Parliament Buildings, Edmonton, on January 2nd, 3rd, and 4th, 1935; and on April 25th, 26th, and 27th, 1935.

At the first meeting, a sub-committee was appointed, consisting of Dr. Dickie, Miss Fisher, and Inspector Hay, to draft a programme of "activities" or "enterprises" for the primary grades (I, II, and III) and for the junior grades (IV, V, and VI). At the second meeting, the sub-committee submitted a first draft of the two divisions, primary and junior, of the new

programme. The General Committee revised this first draft and recommended that the two divisions of the new programme be tried out in the schools in September. The Supervisor, with the approval of the Deputy Minister, made arrangements to have the new programme brought before the Joint Conference of Inspectors and Normal School Instructors, held at the Government Buildings in June. Under recommendation from the Inspectors, two or three teachers were selected from each Inspectorate and invited to take a special course of instruction at the Summer School in the theory, objectives, and procedures of the new programme, in order that they might try it out in their own schools during the year 1935-36. Approximately 75 teachers were selected under this arrangement, and reports indicate that the results of the experiment are, on the whole, highly satisfactory.

The new programme is built on the principle that education is a social experience in the course of which pupils plan, initiate, and carry out, co-operative projects. The motivation of the pupils is strengthened and the classroom work is vitalized through a variety of activities, which replace the verbalism and repetitive book-learning procedures of the old course. The new programme, however, makes greater demands on the ability, initiative and resource of the teacher. The greater freedom, both for teachers and pupils, entails greater responsibility; and this fact will of necessity have its influence both on the selection of candidates for teacher training at the Normal Schools, and on the kind of training which the Normal Schools provide. At the 1936 session of the Summer School, a special course on the enterprise programme will be offered for the benefit of teachers who desire to prepare themselves for the new programme. It is expected that a part, at least, of this programme will be introduced when the schools open for the fall term of 1936.

REVISION OF THE HIGH SCHOOL PROGRAMME

The General Committee appointed in 1934 by the Honourable Perren Baker to revise the High School Curriculum is composed of the following members: the Deputy Minister of Education, Dr. R. C. Wallace, President of the University of Alberta; Dr. W. G. Carpenter, Director of Technical Education; Dr. M. E. Lazerte, Director of the School of Education; Dr. John Macdonald of the Department of Psychology at the University; E. L. Fuller, Chief Inspector of Schools; H. E. Balfour, Inspector of High Schools; E. J. Thorlakson, representing the Alberta Teachers' Association; Mrs. A. H. Rogers, representing the Alberta School Trustees' Association; and the Supervisor of Schools. A conference of this committee took place at the Government Buildings on January 24th, 25th and 26th, 1935; and a second conference was held at the same place on April 16th and 17th, 1935.

The time of both conferences was given largely to the exceedingly difficult problem of making adequate provision for the education of the great majority of Alberta's high school students, who will not proceed to the higher academic institutions, and at the same time maintaining for those who enter the University or the Normal Schools the necessary standards of scholarship. At times it seemed to the Committee that the problem is insoluble, aggravated as it is by the administrative difficulties presented by the small high schools. In these schools, it is not unusual to find that only the "academic" subjects, so-called, are offered; not that they adequately serve the needs of the students, but because they entail less cost than the non-academic subjects of a diversified programme. It must assuredly be conceded that no programme for secondary education, however sound and

desirable, can be made to give adequate service in villages or rural communities until more revenue is available for the financing of rural education.

It has also become clear to the General Committee that the new programme for Grade IX must be closely integrated with the programme for Grades VII and VIII; and that this new programme for the "Intermediate Grades" (VII, VIII, and IX) must be set up before a proper approach can be made to the programme for the "High School Grades" (X, XI, and XII). The Committee at its next meeting, to be held early in the new year, will recommend that the new course for intermediate grades be introduced in September, 1936.

THE NORMAL SCHOOLS

With the re-opening of the Edmonton Normal School in September, the three Provincial Normal Schools are in operation for the year 1935-36. At the Edmonton Normal School, First Class students only were admitted. Under an arrangement with the Edmonton School Board, instructors were furnished by the Board in Music, Art, and Health Education. Dr. G. S. Lord, the Principal, was transferred from the Calgary staff, and Dr. J. R. Tuck, Dr. Donald J. Dickie, Mr. G. M. Dunlop, Mr. R. W. Hedley, Miss Emily Clever, Librarian, and Sergt.-Major W. Barker, were all transferred to Edmonton from the Camrose staff. These changes in the instructional staff made it necessary to appoint Inspector A. L. Doucette, B.A.Sc., of the Vegreville Inspectorate, Inspector H. B. Trout, M.A., of the Barrhead Inspectorate, and Inspector W. H. Swift, M.A., B.Educ., of the Athabasca Inspectorate, Miss C. M. M. Taylor, Librarian, and Sergt.-Major Hawkes, to the staff of the Camrose Normal School.

Particulars regarding the work of the three Normal Schools are given in the Principals' reports. From January till June, 1935, there were 535 students in attendance at the two Normal Schools, of which 355 were First Class candidates, and 180 Second Class. During the December term of 1935, there were 608 students in attendance at the three Normal Schools, of which 439 were First Class candidates and 169 Second Class. Under present conditions there is but little justification for training a surplus of teachers. Both Manitoba and British Columbia are this year training less than half the number being trained in Alberta. In September, 1937, the Grade XII Diploma will be the requirement for University Matriculation, and in that event the same standing should be required for Normal Entrance. In fact, the exigencies of the new programme for elementary and intermediate grades will make it advisable to institute a measure of selective admission to our Normal Schools. The new programme will require teachers who possess, not merely the appropriate skills acquired through training, but also good mental ability, a sound personality, and plenty of initiative and resourceful independence. In the last analysis, the success of any system of education is conditioned by the quality of the teaching personnel.

CONFERENCE OF NORMAL SCHOOL INSTRUCTORS

A conference of the instructors from the Alberta Normal Schools was held in the office of the Deputy Minister on June 26th, 27th, 28th, and 29th, for the purpose of considering some of the pressing problems of teacher training. The Supervisor of Schools presided. One session of the Conference was given to a joint meeting of the Inspectors and Normal

School Instructors, held for the purpose of discussing the proposed new programme for elementary schools.

The Conference was very successful, with the result that the members requested that it be convoked regularly every mid-summer. During the course of the Conference, the following recommendations, amongst others, were placed on the record:—

1. That, since it is necessary for teachers to appreciate fully the meaning and purpose of the changes in the curriculum, more attention be given by the Normal Schools to the philosophy of education.
2. That as soon as it is feasible, a scheme be set up for the training of teachers of the manual and household arts, and teachers of other special subjects of the new programme for intermediate and high school grades.
3. That the Grade XII Diploma be the minimum requirement.

THE SUMMER SCHOOL FOR TEACHERS

The professional programme embraced 59 subjects and the academic programme 14 subjects. The number of instructors required was 32. A special course on the new programme for elementary grades was offered, for the special benefit of the 75 or more teachers selected by the Inspectors to try out the new programme during the year 1935-36. Many other teachers took advantage of this opportunity as well. Three other special courses were offered to teachers of sub-normal children; these being Mental Testing, Psychology, and Manual Arts.

Details regarding the results of the Summer School instruction may be summarized in the following manner:—

Number of Teachers who took the Course for the First Class Certificate	172
Number of Teachers who successfully completed the Course for the First Class Certificate	165
Number of Graduates of the School of Education who qualified for the First Class Certificate	13
Number of Teachers who qualified for the special certificate in—	
High School Art.....	4
Primary Work	15
Intermediate Grade Work.....	4
Instructor's Certificate in Physical Education.....	27
Specialist's Certificate in Physical Education.....	2
High School Instructor's Certificate in Physical Education.....	16
Swimming	71
Penmanship	3
St. John's Ambulance Certificate in First Aid.....	50
St. John's Ambulance Certificate in Home Nursing.....	30

SCHOOL OF EDUCATION

The Supervisor of Schools, in virtue of his membership on both the School of Education Committee and the Liaison Committee of the School of Education, is enabled to keep in touch with the progress of teacher training at the University of Alberta, and to survey the whole field of teacher training in Alberta. In the near future it is probable that regulations will be announced with respect to the requirements for teachers' certificates in the work of Grades X, XI and XII.

SCHOOL FESTIVALS

Music festivals were held during the year at the following centres: Camrose, Cardston, Coutts, Bassano, Blairmore, Edmonton (Provincial and Rural), Grande Prairie, High River, Lacombe, Lethbridge, Magrath, Mann-

ville, Medicine Hat, Naco, Provost, Stettler, St. Paul, Strathmore, Taber, Vegreville, Veteran, Vermilion, Wainwright, Waskatenau, Westlock, Wetaskiwin—27 in all. A sum exceeding \$1,000 was paid in festival grants. Some of the festivals have grown so large, that sub-festivals are required in order to keep the final competitions from becoming too cumbersome. There is no question but that the festival movement is doing much for Music and Dramatics in this Province.

PUBLIC SCHOOL CORRESPONDENCE COURSE

The work being done by the Correspondence School among the pupils of the public school grades still continues to advance successfully and to win the appreciation of children and parents alike. Too much cannot be said regarding the whole-hearted co-operation that is received from the mothers, without which no great measure of success can be attained by this method of instruction.

During the past year, approximately 850 pupils in Grades I to VIII (inclusive) have worked under the direction of the School. This number includes pupils from unorganized territory, physically disabled children for whom school attendance is impossible, students from districts where the schools are closed temporarily, and still another group of children who lack the necessary warm clothing to enable them to travel long distances to the local schools.

Prevailing conditions have hampered the work considerably since there are families to whom even the small cost of lesson postage is a serious item, and it is safe to say that a much larger number of pupils might be enrolled were it not for the fact that they cannot buy the necessary text-books and supplies. The only free text-books supplied by the Department are Readers in the first six grades. Despite these handicaps, however, the pupils who do persevere make consistent progress, as the Home Study Course offers distinct advantages to those who make the effort, not the least of which is that it fosters good habits of study among the children whom it serves.

REPORT OF THE ASSISTANT REGISTRAR

(R. V. BELLAMY)

DEPARTMENTAL EXAMINATIONS

During the year, a total of 18,513 candidates wrote on the midsummer examinations at 1,176 centres, this being 453 less than the number who wrote mid-summer, 1934. The percentage of passes on the academic examinations of 1935 being 72.5 or 3.6 lower than in 1934, resulted in a decided increase in the number writing on the supplemental examinations. The net increase for the year was 399 candidates.

The decrease of 75 in the number writing on the Commercial examinations is not indicative of a decline in the popularity of this course, as a large number of students leave the Commercial Schools before the examinations, either because of inability or disinclination to pay the prescribed examination fee.

Commercial classes were instituted during the year at Nanton and Ponoka. The Fourth-Year courses were offered at Calgary only.

First Year Technical courses were offered for the first time at Lethbridge.

There were 11,019 students granted Grade VIII Diplomas on the recommendation of the Principal or Teacher of the school attended. This is an increase of 749 over the previous year. These students are from 2,299 school districts.

High School Diplomas, representing completion of the Three Year Course, were issued to 2,334 students who elected the Normal Entrance, one of the Matriculation courses or the General Course; to 117 electing the Commercial courses, either the Four-Year, the Three-Year or one of the short courses; and to seven electing the Technical course. High School Graduation Diplomas, representing completion of the Four-Year course, were issued to 1,230 students.

Certificates of Credit in units of the First Year or in English 2 were granted on the recommendation of the Principal or Teacher in charge to 16,664 students, an increase of 437 over the preceding year. These students were prepared at 1,479 school districts.

DEPARTMENTAL EXAMINATIONS—1935

Examination	Number of Candidates	Total	Increase Over 1934
HIGH SCHOOL*			
JUNE—			
Academic:			
First Year	82**	.....	.....
Second Year	6,405	.....	.....
Third Year	5,142	.....	Decrease
Fourth Year	5,858	17,487	424
Commercial:			
Second Year	477	.....	.....
Third Year	159	.....	Decrease
Fourth Year	20	656	75
Technical:			
Second Year	229	.....	.....
Third Year	141	370	46
SUPPLEMENTAL—			
Third Year	2,115	.....	.....
Fourth Year	2,338	4,453	852
		22,966	399

*Candidates are classified in the year of the highest unit written.

**This includes students prepared by private study, by correspondence and at night school. Students in attendance in all public, separate and private schools may be recommended by the teacher or principal, for credit in all units of the First Year and English 2.

DEPARTMENT OF EDUCATION

ANALYSIS OF RESULTS BY UNIT—JUNE

UNIT	Number of Candidates	Number Who Passed
Agriculture 1	2,374	1,971
Agriculture 2	1,618	1,246
Algebra 1	96	51
Algebra 2	5,383	3,841
Algebra 3	2,210	1,526
Arithmetic 1	4,270	3,008
Art 1	4,458	2,931
Art 2	367	201
Biology 1	1,666	1,081
Chemistry 1	3,528	2,451
Chemistry 2	1,407	1,114
Composition 1	76	57
Composition 2	163	114
Composition 3	4,638	3,505
Composition 4	2,457	1,937
French 1	110	60
French 2	3,339	2,367
French 3	1,896	1,246
General Science 1	67	36
Geography 1	4,169	3,177
Geometry 1	89	43
Geometry 2	5,122	3,327
Geometry 3	339	242
German 1	74	60
German 2	131	112
German 3	44	36
Greek 2	2	2
History 1	88	55
History 2	6,138	4,633
History 3	4,201	3,456
History 4	1,991	1,432
History of Literature 1	641	429
Latin 1	90	56
Latin 2	1,565	1,138
Latin 3	662	412
Literature 1	75	40
Literature 2	139	84
Literature 3	4,651	3,671
Literature 4	2,482	1,715
Music 1	5	4
Music 2	2	1
Physics 1	4,135	2,992
Physics 2	1,549	1,063
Trigonometry 1	2,580	1,861
	81,087	58,814

Percentage of Passes: 72.5.

ANALYSIS OF RESULTS BY UNIT—COMMERCIAL

UNIT	Number of Candidates	Number Who Passed
Advertising and Salesmanship 1.....	10	7
Book-keeping 1	432	345
Book-keeping 2 (Theory).....	117	93
Book-keeping 2 (Practice).....	118	77
Book-keeping 3 (Theory).....	12	10
Book-keeping 3 (Practice).....	14	10
Business English and Office Practice 2	462	361
Business English and Office Practice 3	71	66
Business English 1.....	4	2
Commercial French 2.....	130	88
Commercial French 3.....	7	5
Commercial History 1.....	35	29
Commercial Geography 1.....	68	59
Commercial Law	87	78
History 2	12	12
Literature 3	77	67
Literature 4	12	10
Mathematics 1	4	1
Mathematics 2	76	53
Mathematics 3	8	5
Penmanship 1	4	4
Penmanship 2	433	415
Practical Office Training 1.	14	14
Rapid Calculation 2.....	283	244
Secretarial Training 1.....	103	99
Spelling 1	4	1
Spelling 2	452	291
Stenography 1	11	10
Stenography 2	416	314
Typing 1	11	9
Typing 2	453	312
	3,940	3,091

Percentage of Passes: 78.5.

ANALYSIS OF RESULTS BY UNIT—TECHNICAL EXAMINATIONS

UNIT	Number of Candidates	Number Who Passed
Building and Construction 1.....	2	2
Cabinet Work 1.....	46	45
Carpentry 1	18	15
Chemistry 1 (Girls).....	3	2
Clothing 1	7	7
Composition 3	90	43
Drawing and Design 2.....	13	9
Dressmaking 2	38	37
Electricity 2	76	56
Electricity 3	41	38
Food and Dietetics 1.....	3	3
General Mathematics 1.....	1	0
General Mathematics 2.....	204	156
General Mathematics 3.....	78	62
General Science 2 (Boys).....	194	124
General Science 2 (Girls).....	11	8
General Science 3.....	68	44
Geography 1	93	68
History 3	86	52
Household Economics 2.....	41	38
Industrial Art 1.....	2	2
Industrial History 1.....	196	169
Literature 3	88	45
Metal 2	48	47
Metal 3	9	9
Motor Mechanics 2.....	68	55
Motor Mechanics 3.....	27	25
Physiology and Hygiene 1.....	9	8
	1,560	1,169

Percentage of Passes: 74.94.

DEPARTMENT OF EDUCATION

SUPPLEMENTAL EXAMINATIONS

UNIT	Number of Candidates	Number Who Passed
Agriculture 2	153	126
Algebra 2	425	131
Algebra 3	305	196
Arithmetic 1	541	164
Art 2	26	10
Biology 1	334	155
Chemistry 1	367	218
Chemistry 2	153	72
Composition 3	447	247
Composition 4	561	403
French 2	318	170
French 3	303	193
Geography 1	299	149
Geometry 2	499	323
Geometry 3	37	17
German 2	15	9
German 3	17	17
History 3	252	150
History 4	262	182
History of Literature 1	131	60
Latin 2	183	92
Latin 3	113	60
Literature 3	372	204
Literature 4	457	268
Physics 2	195	71
Trigonometry 1	311	88
	<u>7,076</u>	<u>3,767</u>

Percentage of Passes: 53.2.

DIPLOMAS ISSUED—1935

	1934	1935	Increase Over 1934
Grade VIII	10,270	11,019	749
High School (Third Year):			
Normal Entrance	1,684	1,532	152 Decrease
University Matriculation ..	721	745	24
General Course	78	57	21 Decrease
High School Graduation (Fourth Year):			
Normal Entrance	995	904	91 Decrease
General Course	314	326	12
Commercial	131	117	14 Decrease
Technical	8	7	1 Decrease
	<u>14,201</u>	<u>14,707</u>	<u>506</u>

EXAMINATION CENTRES

June	1,176
Supplemental	44

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CERTIFICATES OF CREDIT ISSUED—1935

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated.

ACADEMIC COURSE:		No. of Students	
First Year		6,863	
Second Year		6,284	
Third Year		1,619	
Fourth Year		428	
			15,194
COMMERCIAL COURSE:			
First Year		472	
Second Year		200	
Third Year		37	
Fourth Year		...	
			709
TECHNICAL COURSE:			
First Year		505	
Second Year		256	
Third Year		...	
			761
			16,664

CERTIFICATES ISSUED DURING THE YEAR 1935

	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Professional Certificates (Permanent):						
Alberta Teachers:						
High School Class.....	12	...	...	...	12	
First Class	464	...	...	...	464	
Second Class	281	...	...	...	281	757
(b) Interim Certificates:						
High School Class:						
Alberta Teachers	26	...	...	...	26	
Teachers from Ontario.....	...	2	...	...	2	28
First Class:						
Alberta Teachers	418	...	...	...	418	
Teachers from British Columbia.....	...	1	...	...	...	
Teachers from Saskatchewan.....	...	5	...	...	...	
Teachers from Ontario.....	...	1	...	...	7	425
Second Class:						
Alberta Teachers	187	...	...	...	187	...
Teachers from Saskatchewan.....	...	3	...	...	...	
Teachers from Manitoba.....	...	1	...	...	...	
Teachers from Ontario.....	...	1	...	...	5	192
Third Class:						
Alberta Teachers	13	...	...	...	13	13
	1,401	14	...	...	1,415	1,415

N.B.—The table shown above includes in its Alberta list 70 certificates re-issued on account of change in name through marriage, and 161 re-issued to teachers who have qualified for certificates of higher class than those originally granted them.

HIGH SCHOOL CORRESPONDENCE COURSES

The Department has continued to offer instruction in practically all the subjects of the high school course. This service is provided at cost. During its 1935 session, the Legislature passed an amendment to The School Act giving school boards power "To provide pupils with correspondence

tuition furnished through the Department of Education and to pay the fees chargeable therefor."

Many school boards have exercised this power and paid either the whole or part of the fees. The result has been a noticeable increase in the number of students enrolled for the term commencing September 1st. Some boards permit the correspondence students to attend school so that they may be able to work to better advantage.

The total registration for the school year September 1934 to June, 1935, was 303 students in 790 subjects. The following figures apply to those students who completed their courses and wrote on the examinations in July, 1935:

	Units	Average Marks
Grade XII	190	56.81
Grade XI	159	53.19
Grade X	75	49.11
Grade IX	49	50.47
Average of all students: 53.7 per cent.		

REPORT OF THE CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The Session of 1934-35 re-opened, after the Christmas holidays, on January 3rd, with an attendance of 333, comprising 245 First Class, and 88 Second Class, 92 men and 241 women. Two students had withdrawn at Christmas, and two others were admitted before the close of the session to complete a former course interrupted by illness.

The second round of observation and practice in the city schools was begun on February 25th, all the elementary grades of the public and separate schools being used. Inspector W. H. Edwards very kindly assisted in lesson preparation and criticism during this period. Supt. Buchanan and all the teachers of the city schools also gave their usual willing and efficient service in this connection.

During the weeks preceding and following the Easter holidays, the whole student body observed and taught in selected rural schools and, as usual, all reported very helpful experience. The most general comment by the students was that the time was too short. Their chief difficulty, as might be expected, is that of adapting their lessons to the short periods and the rapid succession of classes in the one-room rural school. Full reports on the students' work were received from all teachers concerned.

The chief extra-curricular activities of the students during this term were dramatics, debating, glee club and basketball. A very successful play, "Dear Brutus," was staged on March 28th under the direction of Miss Olive M. Fisher. On May 30th, Mme. Ellis-Browne, instructor in Music, brought to a brilliant close the work of the Session with a delightful concert, in which not only the Glee Club but also the several grades of the Practice School presented numbers, the children's parts being under the direction of Normal School students. The debating team this Session won the Davidson Trophy in the city league. These debating efforts have been very efficiently directed by Mr. D. A. McKerricher, Instructor in History and Civics.

The Session of 1934-35 closed on May 31st. The final recommendations

for this Session, the enrolment for the succeeding Session, and the qualifications for admission appear in the following tables:

ATTENDANCE TABLES—1935

	First Class			Second Class			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term 1934-35 .	75	170	245	19	71	90	94	241	335
First Term 1935-36....	67	131	198	27	51	78	94	182	276
Total.....	142	301	443	46	122	168	188	423	611

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES—1935

Regular Course, 1934-35:	
First Class Interim.....	238
Second Class Interim.....	73
Third Class	12
Not recommended for certificate because Fees were not paid in full.....	4
Letters of Authority.....	2
Failures	3
Withdrawals	3
Total	335

FAILURES—1935

	First Class	Second Class	Total
Academic	3	8	11
Practice Teaching	..	6	6
Academic and Practice Teaching.....	..	2	2
Total.....	3	16	19

ACADEMIC QUALIFICATIONS FOR ADMISSION—1935

	Graduates	Undergraduates	Grade XII	Grade XI	Total
Alberta	4	12	178	77	271
Manitoba	..	1	..	..	1
Ontario	..	1	..	..	1
Saskatchewan	..	1	1	1	3
Total	4	15	179	78	276

The Session of 1935-36 opened on September 4th with an initial enrolment of 250. Temporary class groups had barely got under way, however, when, on account of a threatened epidemic of infantile paralysis, all schools in the city were closed by order of the Health Department. Re-opening was not permitted until October 1st, thus setting back the work of the new Session by three weeks.

On resumption of classes, 29 transfers from Second Class to First, on the basis of results in the Supplemental Examinations, gave us a final grouping of classes for the Session as follows: First Class, two groups of men, 33 and 34 in number, respectively, and three groups of women, comprising 131 students; Second Class, two groups, 27 men and 51 women. In these latter, fourth year credits are held as follows:

Credits	Number of Students
7.....	16
6.....	12
5.....	8
4.....	11
3.....	7
2.....	6
1.....	8

As a result of the interruption in September, the period of instruction preceding practice teaching was seriously curtailed, and it was found impossible to give students more than a single round of observation before beginning their lesson practice. Also, the very helpful periods of informal apprentice work had to be omitted. Two weeks of observation and practice in the city schools came early in December.

Notwithstanding the uncertainty of the outlook for teaching positions, the students enrolled have entered with good spirit and effort into all the

activities of the course. Attention must again be called to the fact, however, that several candidates for certificates are seriously defective, from the view-point of public school teaching, in oral English, as well as in facile comprehension of text-book material. This situation calls imperatively for some means of testing candidates in oral English before admission to Normal School. The Normal School Conference in Edmonton in June resolved unanimously that the pass-mark in English for Normal Entrance should be raised to 60 per cent. And it is to be hoped that this grading will represent not merely a verbal mastery of the technicalities of composition and grammar, but much more a writing and speaking facility and such a standard of oral and silent reading as will justify undertaking a course of training for public school teaching.

No changes in the Staff are to be reported this year. It was hoped that a junior high school might be instituted in the Practice School this year, but the room accommodation did not permit of such a move. In view of the large number of rural schools doing work above Grade VIII, it is becoming increasingly necessary that Normal School students have more access to grade nine, at least, in their training course.

We have again to acknowledge, with cordial appreciation, the willing co-operation of the Staff and students of the Institute of Technology and Art in the supply and operation of projection and stage properties; as well as the willing and competent service of Mr. Milton, chief caretaker, and his staff in the care and adjustment of all matters pertaining to class-room accommodation. The Public Works representatives have also considerably improved the heating of certain rooms by installing larger radiators. A very serious need still remains; namely, better furnished space for men's lunch and recreation rooms. The basement room is sadly lacking in suitable furniture. With a small supply of lumber, this defect might shortly be remedied by making use of some of the outside relief work force encamped on the grounds, while the Art Department would, no doubt, gladly undertake some project in the way of decorating the room when more adequately furnished.

REPORT OF THE CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

The statistics in connection with the enrolment are as follows:

	First Class			Second Class			Totals		Total
	Men	Women	Total	Men	Women	Total	Men	Women	
Second Term 1934-35..	39	71	110	30	60	90	69	131	200
First Term 1935-36....	25	57	82	31	60	91	56	117	173
Total enrolment for the year.....									373

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES. CLASSES, 1934-35

First Class Interim.....	110 (Honours 19)
Second Class Interim.....	89 (Honours 3)
Third Class Interim.....	1
Total.....	200

Of the First Class, 87 passed without conditions, 23 were conditioned in one or more subjects. Of the Second Class, 57 passed without conditions; 32 were conditioned in one or more subjects, and one was recommended for a Third Class Certificate.

CHANGES IN STAFF

Changes in staff were due to the re-opening of the Edmonton Normal School. Dr. Dickie, Miss Clever, Dr. Tuck, Mr. Dunlop, Mr. Hedley and Sergt. Barker were transferred to Edmonton. We wish to express our appreciation of the good work done by these men and women during the time they were members of the Camrose Staff.

The vacancies were filled by the appointment of the following: Messrs. Trout, Doucette and Swift as instructors in English, Science and Psychology, respectively; Miss Taylor as librarian; Sergt. Hawkes as physical training instructor.

There was one change in the Practice School Staff. Miss Jackson, teacher of Grades II and III, resigned to accept a position with the Edmonton School Board. Miss Griffith of Stettler was engaged to fill the vacancy.

RURAL PRACTICE EXPERIMENT

As practically 100 per cent. of our graduates begin teaching in the one-teacher rural school, it is very essential that they have the opportunity to observe and to participate in the work of such schools. For several years, the Normal School students have spent one week in rural schools at Easter. This practice helps to give the student a better idea of the problems peculiar to the one-room rural school, but coming so late in the Normal School year it gives little time for students and instructors to deal adequately with these problems. In order to have our students familiar with the organization and set-up of the rural school, as early as possible in the Normal School year, it was decided to use rural schools adjacent to Camrose for observation and participation.

The following schools and teachers were selected:

School	Teacher
East Bittern Lake.	Mr. Fred Gardiner
Swea.	Mr. Ole Olson
Ohaton.	Miss Gladys Mohler
Avonroy.	Miss Hilda Omond
Baldenstein.	Miss Nina Bergum

Two of the schools, East Bittern Lake and Swea were organized so as to demonstrate the possibilities of the Activity Curriculum.

The student body was divided into seven classes, each class into five groups, varying from four to six students in each group. Each group spent two complete days in a rural school.

In my opinion, the students received a most valuable experience, especially those students who had no previous contacts with rural schools. It is quite possible to demonstrate the fundamental principles of good teaching in our regular Practice School, but when it comes to dealing with eight or nine different groups in one class room, it is very important that the teacher-training student has the opportunity to observe and to participate in such an organization rather than just theorize concerning it.

Members of the Staff have expressed opinions as follows:

"I consider the training and experience of very great value, coming as it does at the early part of their course. It indicates at the outset what the rural school organization means and enables the Staff to establish a rural school point of view in class work. The experiment should remove the danger of a 'one-sided', graded school concept."

"Favourable. Valuable in giving to city-prepared students an appreciation of the rural school and also in letting those who have been partially

prepared there observe its operation from a new view-point."

"The two days spent by each student in the rural school gave him a valuable experience. Even those who had attended such a school as pupils had a fresher background against which they could project their Normal School learning, so far as it applied to the rural school."

"Impression very favourable. Coming as it did, early in the year, it gave students an idea of what they were to prepare for. As one student remarked to me, 'I can see that it is no easy job'. It gave them a notion of the organization of the one-room school, and of the necessity for careful, daily preparation on the part of the teacher in order that all groups in her school be profitably employed all of the time. I think that as a result of this insight into the work of the rural school, students were better prepared to appreciate the work of the Normal School course in the light of the needs of the one-room school."

Students were asked to express their opinion. The following quotations are taken from reports made by students:

"We think that rural-school observation is a grand idea and we feel that one day in the rural school was worth the seven half-days in the Practice School put together. In the rural school, we saw a situation similar to the one facing us next year. We can't see where practice teaching in one-grade rooms helps much in handling eight grades or more."

"On the whole, our group is in favour of more rural observation. The Normal Practice School does not give us much idea of the situations arising in the rural school in which the great majority of us will have to teach."

NEW COURSE OF STUDY (ELEMENTARY SCHOOL)

This new programme proposes a grouping of grades, Grades I to III, to comprise the First Division of the school, Grades IV to VI, to comprise the Second Division, the grading system is largely disappearing under the new arrangement. The work in any one division is arranged in three parallel units, each of approximately equal difficulty. The work in reading and arithmetic will provide an exception, however. The plan also provides for free interchange of pupils, for certain studies, from one division to another.

In place of the previous organization of subject-matter on a logical basis, the various subjects of study are integrated around a central core. The studies are carried on by means of class undertakings termed "Enterprises." This organization permits considerable freedom of choice, both as to what shall be studied and as to how the study shall proceed. It provides for the special needs of the pupils in a given locality, and places more emphasis upon the personal interests of the pupils concerned.

In view of these proposed changes, the problem of re-organizing the Demonstration School in Camrose presented itself at the opening of the 1935-36 term. It was felt desirable to carry on experiments which would—

- (a) Provide conditions for observation by Normal School students which would resemble, as closely as could be arranged in a graded school, those they will meet in a rural school.
- (b) Provide the students-in-training with opportunities for observing classes carrying out an activity programme.
- (c) Throw some light on the workability of the scheme in a graded school system.

After careful consideration, the following organization of the demonstration school was decided upon:

- (a) The grade system of previous years was retained, but, for a portion of each day, the pupils of the first three grades were combined in such a manner as to provide for demonstration and experimental purposes, four rooms each containing pupils of Grades I, II and III—the set-up for Division I. In each of these rooms, it was decided to carry on enterprise work for at least one quarter of the school day, four days per week.
- (b) Associated with the teacher of each of these rooms was a Normal School instructor. His function was mainly advisory. It was hoped by means of this dual leadership to reach some definite conclusions on questions of suitable classroom techniques, and upon the broader and more psychological aspects of the plan.
- (c) The time suggested for completing an enterprise was from six to eight weeks.
- (d) Pupils in Grades IV, V and VI, were not grouped as in Division I, but in each grade an enterprise was to be planned and carried through in approximately the same time as in Division I.

CONCLUSIONS

In reaching conclusions on the basis of the experiments carried on, certain considerations should be taken into account:

- (a) The limited time of the school day occupied by the activity programme. It was felt, as the experiment progressed, that the mere act of gaining momentum after the composite group assembled for work each session occupied too great a proportion of the time available. To get a number of groups actively working takes time, and possibly, from this standpoint, the conditions were such as to prevent as full a measure of success as was desired. Probably too little time was allowed each session.
- (b) The lack of cohesion within the group, due to the fact that the children were together for too short a period. The children of Grades II and III in the group often failed to regard the visiting Grade I pupils as other than "on-lookers." Consequently, these pupils, for the most part, hung around the fringes and constituted a real problem for the already over-busy teacher. How the presence of these pupils as an integral part of the group from the start, and for all of the day, would affect their position within the group, cannot be determined as a result of this experiment. It is quite possible that in a rural school, where numbers are fewer and pupils form a real community, the Grade I pupils would fit more easily and completely into the Division I group than was the case here.

If the above-mentioned considerations suggest conditions adverse to the success of the experiment, there are others which must be regarded as distinctly favourable. These are:

- (a) The experience and ability of the class-room teachers concerned, all being people who have demonstrated the possession of superior skill in class control and in the organization of class-room work.

- (b) The assistance the above group obtained from a staff of specialist teachers, who were able to view the experiment with more detachment than the actual teacher in charge.
- (c) The advantage resulting from the very superior equipment of this school, both in respect of library facilities and of the presence of well developed departments in charge of specialist teachers. Few schools in the Province would be so favourably placed for carrying on easily and fully work of the activity type.
- (d) In comparison with schools in urban centres, the restricted number of pupils per room.

Keeping these considerations in mind, we submit the following conclusions on which there was considerable agreement amongst those responsible for carrying on or overseeing the class room work:

- (a) There was a decided gain in interest, especially in the case of pupils sufficiently advanced in the skills to work along without constant oversight and direction. (Grade I and a proportion of Grade II pupils do not enter this category.) The enterprises provided motivation to a considerable degree—the more advanced the grade, the greater the motivation. To what extent the enthusiasm which marked the work in some rooms could be maintained over an extended period of time, only continued experiment could disclose.
- (b) This method of instruction encourages many children to adopt the “student” attitude—in the best sense of the word—and would undoubtedly cultivate initiative and resource. Evidence of this was observed. That this is uniformly true is doubtful. One problem which would have to be faced is that of how to treat the pupil who is by nature inclined to sit back and “let George do it”.
- (c) This method of instruction is much better suited to the intermediate than to primary grades. The acquisition of certain skills—in reading particularly—is essential to its success. The general experience was that the presence of Grade I constituted a real problem. The Grade I children did not benefit in proportion to the time spent; they needed the entire time of one teacher.
- (d) A problem which presents itself in the graded school is that of numbers. Where these are large—which is usually the case—the teacher in organizing the work is faced with two alternatives: (1) There must be several large groups, or (2) there must be a number of small groups. In the first case, all pupils in a group cannot be usefully employed. In the second case, the difficulties encountered in keeping numerous groups actively occupied will tax the ingenuity of the most resourceful and well informed teacher. Others, not so capable, will be unable to meet the needs of the situation.

Several other considerations of a general nature call for comment:

- (a) Experience demonstrated the difficulty of providing the necessary material—reading and illustrative—to keep the activity moving along smoothly. To do this taxed the energies of the two experienced people co-operating in the management of each enterprise. In part, this difficulty was due, not so much to the lack of material

as it was to the lack of *suitable* material. Where it became necessary to provide material for the pupils to read for themselves, it soon became evident that such was not available, even in a school with as extensive library facilities as a Normal School. The information is available but not in a form children can use. It must first be translated into language used by junior grades. This suggests the urgent need of many texts prepared expressly for children's reading. How the ill-equipped rural school will cope with this problem is a question which must seriously concern those responsible for putting the plan into operation. Equipment of this type is essential for success and many of the texts have still to be written. In the case of the experiment in Camrose, the services of a trained librarian were available.

- (b) The need for more equipment of various kinds for carrying out the various activities must be considered. Much may be accomplished by the resourceful teacher, but the best class room artist will require generous help from boards of trustees. The question of space for the activities programme must also be faced. Proper equipment and working space seem essential to entire success.

In several cases, the classes staged demonstrations on the final day of the enterprise. These were in all cases carried through very commendably and with great enthusiasm by the pupils. It is open to question, however, whether the observer of this final performance—for such it is likely to be—can hope to receive a correct impression of the value of the work of this type. In the presence of an audience and in preparation for facing such an audience, very careful study of the individual part to be played was made by some children; and much of the spontaneity and naturalness, which marked the children actually at work, disappeared. It is only fair to state that there was one clearly marked exception to this.

STUDENT ACTIVITIES

The general student activities—Students' Union, Glee Club, Orchestra, Dramatic Society, Debating Society, Year Book, and Athletics were handled by committees of the students acting with members of the staff, and proved of interest and real value.

The Academic Cup was awarded to Miss Jean Leadly of Hughenden. The Alumni Scholarships were won by Miss Marjorie Westvick of New Norway and Sister Ange-Marie of 98th St., 108th Avenue, Edmonton.

I regret to report that due to illness, I was on leave of absence during the months of September, October and November. Much credit is due to Mr. G. F. Manning, Acting Principal, for the efficient manner in which the work of the school was conducted.

REPORT OF THE EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

The Normal School, Edmonton, was scheduled to re-open on September 4th, after being closed for two years, but owing to the prevalence of infantile paralysis, the opening was deferred until October 2nd. Parts of the building are occupied by Garneau High School and by the Extension

Library of the University of Alberta. Ample room remains for the limited enrolment of the Normal School.

In order to get the school opened, the Edmonton Public School Board offered to furnish instruction in Health, Writing, Music and Art, and to make the medical examinations of our students. These services are being performed by Miss Evelyn MacIver, B.A., Miss A. M. P. Smith, Mr. Norman Eagleson, Mus. Bac., Mr. Thos. Hughes, and Dr. Morrish. The other members of the staff are:—

Miss Donald J. Dickie, Ph D.	English
Mr. G. M. Dunlop, M.A.	Psychology, History of Education, History
Mr. R. W. Hedley, M.A., B Ed.	Mathematics, Geography, Spelling
Mr. J. R. Tuck, M.A., D.Paed.	Science
Mr. G. S. Lord, M.A., LL.D. (Principal)	Educational Methods, School Management and School Law, English

The scholastic attainments of the students are as follows:—

	Male	Female	Total
Grade XII	34	125	159
Additional:			
B.A.	1	3	..
B.Sc.	1	1	5
Undergraduate	..	5	6
Commercial Diploma	..	..	11
Agriculture Schools	..	2	2

The following comments are pertinent:

1. The enrolment at the Normal School, Edmonton, was this year limited to first class students for the first time in any Alberta Normal School. That such a policy should be adopted by the Province as soon as practicable seems clear from the following: (a) For the first time in the history of this school, no student was required to leave the school at Christmas owing to unpromising professional fitness or other cause. (b) The number of letters of commendation issued at the close of the first term was unusually high: 14 letters of special commendation (averages exceeding 75 per cent.) and 16 letters of commendation (averages exceeding 70 per cent.). (c) The general tone of the school is high. (d) The results in practice teaching, judged by the ratings, seem high.

2. The number of males is only 21.4 per cent. of the enrolment. This is the lowest percentage in the history of the school.

3. The Grade XII requirement is quite selective from the standpoint of general intelligence. On a psychological test designed for and used by many North American colleges and higher schools, our students ranked well. Of 21,000 reports, two students here ranked in the first 24.

Preliminary tests conducted by the school indicate in individual cases, weakness in speech and voice habits, in knowledge of the structure of the English language, in ability to read and gather meaning, in spelling, mechanical and problem arithmetic, and in general knowledge of history and geography. While this school can and does remove many of these deficiencies, its work could be more effectively performed if, in addition to the Grade XII requirement, entrance qualifications based on such fundamentals in basic habits and knowledge as are indicated above, were asked for.

A new arrangement has been adopted with respect to practice teaching. A student-teacher now spends an entire day at a time in the practice school instead of teaching a single lesson and retiring. The city practice teaching is conducted as in former years except that only one student at a time visits each city classroom. This is made possible by our decreased enrolment.

The Normal Practice School is undertaking the work of the new proposed course of studies thoughtfully. Its teachers and pupils are showing much resource and ingenuity in working out the enterprises or projects. The denouements or outcomes of these occur after about a month's work. The impression is irresistible that this type of organization of school work develops purpose, initiative, meaningful knowledge, and certain skills more effectively than in the present organization by subjects. Experience here indicates that fundamental skills—the knife-and-fork work—must be taught as before and not merely as incidental phases of the integrations.

The members of the staff assisted in various district conventions as far as was possible.

The following religious preferences are noted:

United Church	53	Roman Catholic	29
Greek Orthodox	17	Anglican	16
Presbyterian	12	Greek Catholic	7
Baptist	6	Lutheran	3
Unitarian	2		

and one each of several others.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

CHANGES IN ORGANIZATION OF THE CHIEF INSPECTOR'S DUTIES

In January of 1935, Dr. H. C. Newland was appointed Chief Inspector of Schools to succeed the late George W. Gorman who in November, 1934, had succeeded Dr. J. T. Ross as Deputy Minister of Education. Dr. Newland was placed in charge of all school inspection excepting that of technical and commercial schools. Prior to 1935, the Deputy Minister exercised direct supervision over inspection of the high schools of the Province, the Chief Inspector's jurisdiction being restricted to the supervision of inspection in elementary and private schools.

In July of 1935, Dr. Newland was appointed Supervisor of Schools, succeeding G. Fred McNally, who had already assumed his new post as Deputy Minister, to which he had been called by the Honourable Perren Baker. The present incumbent of the Chief Inspector's office was appointed to fill the position vacated by Dr. Newland. The enlargement of the Chief Inspector's duties has continued in effect, that is to say, these duties continue to include the direction of inspection in the academic high schools of the Province as well as that in elementary and private schools.

CHANGES IN PERSONNEL AFFECTING THE FIELD SERVICE

The appointment of Dr. Newland as Chief Inspector of Schools in January created a vacancy in the High School Inspection staff. H. E. Balfour, M.A., Inspector of Public Schools for the Grande Prairie District, was selected to fill the position occupied up to that time by Dr. Newland. Mr. Balfour had done post-graduate work in Mathematics, and it was considered necessary that the new appointee should have special qualifications in this subject.

My own appointment in July, to the Chief Inspectorship, created a second vacancy during the year in the High School Inspection Staff. To

fill the vacancy thus caused, D. M. Sullivan, M.A., Inspector of Schools for the Camrose district, was chosen. In this selection, as in that of Mr. Balfour, the principle of promotion within the ranks of the Inspectors was observed. As now constituted, the High School Inspection Staff is well balanced as to qualifications and training. Mr. Sullivan's particular fields are English, History and Languages, while those of Mr. Balfour are Mathematics, Science and Physical Training. These six fields cover for the most part, the whole range of high school studies. In addition, to their special qualifications along particular lines, each of the two inspectors has an effective command of the remaining high school subjects and is thus capable of giving intelligent direction to the whole field of the secondary teachers' efforts.

The re-organization of Normal School Staffs, necessitated by the decision to re-open the Edmonton Normal School in September, resulted in further changes in the field service of the Department. The training and experience of the Inspector fit him definitely and specifically for work as an instructor in a Normal School. This truth being recognized, three inspectors were selected for positions on the staff at Camrose, from which transfers had been made to Edmonton. The men chosen were W. H. Swift, M.A., B. Educ., of Athabasca; H. B. Trout, B.A., of Barrhead; and A. L. Doucette, B.A.Sc., of Vegreville. These three men had all built up reputations for themselves as industrious, efficient and capable officials, and the Inspection Staff suffered a loss in their removal. Our best wishes, however, go with them in their new work.

With the depletions that had taken place in the ranks of the Public School Inspectors, there were in the month of July, five vacant Inspectorates to which appointments had to be made. The vacancies were filled as follows:

L. B. Yule, B.A., of Edmonton, was appointed to the Vegreville Inspectorate, with headquarters at Vegreville. Mr. Yule, at the time of his appointment was Assistant Superintendent of Schools in Edmonton, which position he had filled acceptably for a period of three and a half years. He had previously been Inspector of Schools for Castor and Peace River. He brings to the work which he is resuming a wide and varied background of experience and strong natural aptitude.

H. A. Kostash, B.A., of Willingdon, was appointed to the Athabasca Inspectorate, with headquarters at Athabasca. At the time of joining with the Department, Mr. Kostash was Principal of the Willingdon High and Public School. His special field of academic study is Mathematics.

G. F. Hollinshead, B.Sc., of Calgary, was appointed to the Barrhead Inspectorate, with headquarters at Barrhead. Mr. Hollinshead has had a long experience, both as a public and high school teacher of the Province. Before joining the Inspection Staff, he was a science instructor in Crescent Heights High School, Calgary, specializing in Chemistry.

T. F. Hamilton, B.Sc., of Drumheller, was appointed to the Lamont Inspectorate, with headquarters at Lamont. Mr. Hamilton has had successful experience as a teacher in both the elementary and high school fields and was, when he accepted his present position, Principal of the Drumheller High School. Previously, he had taught in the high school class-rooms of Nanton and Lethbridge. His special subject is Science.

L. A. Walker, B.A., of Lethbridge, was appointed to the Grande Prairie Inspectorate, with headquarters at Grande Prairie. Mr. Walker gained early experience as a teacher in the rural schools of Alberta, and, at the date of his appointment, was senior instructor in English in the high school at Lethbridge, which position he had filled for several years with credit to himself and the Board. He possesses both academic and personal qualifications which will enable him to serve acceptably in his new field, which is located in a comparatively pioneer area of the Province.

PRESENT ORGANIZATION OF THE INSPECTION SERVICE

The following tables indicate the present organization of the Inspection Staff, with details as to the allocation of its personnel and the assignment of work to each official.

Inspector	1.—HIGH SCHOOL	
	No. of Districts	No. of Rooms
Northern Alberta (Headquarters, Edmonton)—		
H. E. Balfour, M.A.	118	277
Southern Alberta (Headquarters, Calgary)—		
D. M. Sullivan, M.A.	124	339
Total	242	618

The number of rooms assigned, according to the above table, to each High School Inspector includes the number in the four major cities of the Province—Edmonton, Calgary, Lethbridge and Medicine Hat. Mr. Balfour and Mr. Sullivan work jointly in the inspection of these city high schools, each assuming responsibility for the subjects which he considers his own special field.

2.—ELEMENTARY SCHOOL.

Inspectorate and Inspector	No. of Districts	No. of Rooms	No. of Rooms in Operation	No. of Rooms in Indian Schools	No. of Private Schools
Athabasca—H. A. Kostash, B.A.	117	136	129	0	0
Barrhead—G. F. Hollinshead, B.Sc.	137	153	150	0	0
Calgary Rural—J. A. Macgregor, B.A.	138	173	167	3	6
Camrose—C. H. Robinson, M.A.	136	173	169	0	1
Cardston—A. R. Gibson, M.A., B.Paed.	98	154	148	7	5
Coronation—R. H. Liggett, B.A.	151	170	159	0	0
Drumheller—W. E. Frame, M.A.	118	171	163	5	1
Edmonton East—J. J. LeBlanc, B.A.	135	183	183	7	2
Edmonton West—J. H. Hutchison, B.A.	138	175	156	0	2
Foremost—H. A. MacGregor, M.Sc.	139	158	127	0	0
Grande Prairie—L. A. Walker, B.A.	135	153	140	3	3
Hanna—L. A. Thurber, B.Sc.	119	154	136	0	0
High River—W. H. Edwards, B.A.	142	188	179	0	0
Lamont—T. F. Hamilton, B.Sc.	99	157	156	0	2
Lethbridge—Owen Williams, B.A.	99	200	186	0	3
Macleod—C. C. Bremner, M.A.	103	162	152	3	2
Medicine Hat—H. C. Sweet, B.A.	157	225	186	0	5
Olds—X. P. Crispo, M.A.	146	172	169	0	1
Oyen—R. J. Scott, B.A.	162	187	109	0	0
Peace River—G. L. Wilson, B.Sc.	136	164	146	8	3
Red Deer—W. J. McLean, B.A.	158	197	196	0	2
Stettler—W. E. Hay, B.Paed.	142	173	173	0	0
St. Paul—J. L. Gibault, B.A.	149	194	191	6	1
Vegreville—L. B. Yule, B.A.	124	181	179	0	1
Vermilion—H. R. Parker, B.A.	147	164	159	0	0
Wainwright—Lorne Good, B.Sc.	136	155	150	0	0
Wetaskiwin—John Scoffield, B.A.	147	178	175	4	2
Total	3,608	4,530	4,333	46	42

The first of the foregoing tables shows that the High School Inspectors are responsible for an average of 121 districts and 309 rooms. It is quite evident that it is not possible for them to inspect once each year all the

rooms under their jurisdiction. The policy has been to place the emphasis on inspection where it is most needed, that is to say, in the one-roomed, two-roomed and other smaller high schools. There is not the same need for supervision of teachers in the city systems as in the town, village and rural systems. This is particularly true where Superintendents of Schools are employed. As a consequence, inspection of the high schools in Edmonton, Calgary, Lethbridge and Medicine Hat is not planned to be given more frequently than once every two years at the most.

The Public School Inspectors are assigned on the average 134 districts and 168 rooms. When deduction is made for co-operating districts and rooms not in operation, the average number of rooms per Inspector is still 161. This figure does not take into account the 46 rooms in Indian residential and day schools nor the rooms in the 42 private schools, for which the Inspection Staff is held responsible.

HIGH SCHOOL INSPECTION

In accordance with instructions, the two High School Inspectors have prepared a consolidated report which covers both Northern and Southern Alberta and which thus applies to the whole of the Province. This report is here included in the form in which it has been submitted.

REPORT OF HIGH SCHOOL INSPECTORS

Northern Alberta: H. E. Balfour, M.A.

Southern Alberta: D. N. Sullivan, M.A.

There are in the Province 618 class-rooms, devoted exclusively to instructions in Grades IX to XII, an increase of 23 rooms over 1934. These rooms may be grouped as follows:

City High Schools	233 rooms
Non-urban High Schools (one room, 159; two rooms, 88; three rooms, 42; four or more rooms, 96).....	385 rooms
Total.....	618 rooms

At the beginning of the year, the Province was divided for purposes of High School Inspection into two areas—north and south—with Red Deer as the dividing point. This division of duties applies to non-urban schools only. Joint inspection is carried out in the high schools of Edmonton, Calgary, Lethbridge and Medicine Hat.

CONVENTIONS

Conventions of High School Teachers were held at four centres: Calgary, Edmonton, Lethbridge and Grande Prairie. All were featured by spirited discussions of topics intimately related to the problems of organization and the technique of class-room teaching. Particular interest was shown in all references to the pending revision of the Course of Studies.

GRADINGS

The work of 364 teachers was inspected, a slight decrease from the previous year, owing to Inspectors being called in for work on the new Courses of Study, and also to the delayed opening of many schools in September.

A change was made this year in the scale used; the classification G.3 was eliminated. This factor, together with the changes in Inspectors, has operated to alter the distribution of gradings as shown below:

Gradings	Number 1935	Percentage 1935	Percentage 1934
E	17	4.7	4.81
V.G. 2	88	24.2	21.17
V.G. 1	139	38.2	40.57
G. 3	..	..	26.64
G. 2	89	24.3	5.04
G. 1	25	6.9	1.23
F.G. 2	6	1.7	0.54

ORGANIZATION OF CLASSES

There has been an increase in the number of students enrolled in Grade XII. The rising requirements in scholarship for entrance to Nurses' Training Schools, Normal Schools, Universities, certain occupations and other vocational schools are important factors in this extension, while the difficulty of finding employment is keeping many other boys and girls at school for the additional courses. To meet this situation, certain changes in the secondary school appear to be urgently needed:

1. The courses offered to the increasingly large non-academic group of students should provide wider options and be related in content, method and scope more closely to the after-school needs of these young people. Fortunately, this consideration is receiving the closest study by the committees in charge of the revision of Courses.

2. The location and organization of high schools attempting the Senior Courses require systematic planning. It is quite obvious that many of the smaller schools which have gradually increased their scope by adding, one at a time, Grades from IX to XII, are so limited in their accommodation, equipment, time for instruction in each unit, and in teacher qualifications, that they have had to sacrifice efficiency for convenience; the truly educational aims and objectives of the Courses have too often been subordinated to the dull, routinized memorization of content for examination purposes. To provide options for students of varying abilities and interests, and to secure adequate equipment and teaching time, some centralization of Grade XI and XII work should be attempted. At the same time, it is both necessary and desirable that the centres for such work be not too far removed from the homes of the pupils.

COURSES IN SMALLER SCHOOLS

The number of units which each teacher is attempting in many of the smaller schools is still large. Many are trying to follow the plan advocated by our predecessors, viz.: limiting to 18 the number of units taught, restricting the number of options, teaching certain units in alternate years only, and securing a clear period of 30 minutes or more in each unit every second day. However, for various reasons, many teachers are attempting so many units that the time devoted to each is much less than it should be. A "unit" is generally considered to require from 175 to 200 minutes of pupil time per week. When there are three teachers or more, this time allotment is generally achieved, the more progressive teachers using a considerable part of each class period for thorough supervision of assigned work. But when the programme is overloaded, material is not presented

skilfully, class activity and discussion are absent, and the students spend much time writing copious notes or other assigned work which is never checked.

QUALIFICATIONS OF TEACHERS

Two hundred and sixty-six teachers visited by the present Inspectors hold the following professional qualifications:

University degrees	148	55%
First Class certificates	103	39%
Second Class certificates	16	6%

Of those holding degrees, 31, or 21 per cent., have been trained in Schools of Education, where their preparation has been definitely for Secondary School teaching.

A considerable number of graduate teachers are securing the latter training by taking Summer Courses at the School of Education. In addition, it is notable that fully two-thirds of the First Class teachers have taken from one to three years of their degree courses. Of the Second Class teachers, nearly all have secured part of their Grade XII, while some hold University degrees. The interest shown by the Second Class teachers in improving both their academic and professional standing, is a good indication for the future.

QUALITY OF INSTRUCTION

Among individual subjects of the curriculum, the following might receive special comment:

History is generally limited to the text-book material, without the vital relation of its developments to present-day problems.

Composition, in the smaller schools, is mainly a formal study of Grammar and principles of Rhetoric, with insufficient practice afforded the students in expressing themselves orally and in writing.

French and German show an increasing effort being made to secure correct pronunciation.

Chemistry and Physics are being taught in many schools, with the optional courses in Agriculture eliminated. The former appear to be considered as giving, even to young farm people, a knowledge and understanding of principles of greater value than the text-book material of the Agriculture Courses. In many schools, however, the change has been made with the Matriculation and Normal School Entrance requirements in view. Numerous sets of chemical quipment have been installed and have been supplemented by other scientific apparatus of great value in General Science and Physics. Biology is being taught in an increasing number of schools, although microscopes and other items of demonstration apparatus are scarce.

Physical Training receives no place on the time-table except in a few of the larger urban schools. A number of the smaller schools make the best use of favourable weather to actively encourage team games and practice for track meets and, in several places, arrangements have been made for the use of some large hall for gymnasium exercises and basketball outside school hours.

ADJUSTMENTS IN COURSES

The opening of schools in September was delayed in many centres by the threatened epidemic of poliomyelitis. Adjustments of the examination

requirements in each unit have been made to compensate for the lost time. The delayed opening naturally interfered with the work of inspection.

INSPECTION OF ELEMENTARY SCHOOLS

The Duties of the Inspector

The Elementary School Inspector has many duties to perform and a great deal of his time must perforce be devoted to other than class room observation, supervision and reports. To be able to give maximum service, the Inspector must have some opportunity for reading and study in order that he may keep abreast of modern movements in education. He must keep himself informed in regard to the newer technique of instruction and also maintain sufficient mastery of the subject-matter of the various courses to be capable of giving intelligent direction to the class-room efforts of the teachers placed under his charge. In other words, he must not become too engrossed in purely routine duties; he must continue to be a student in the strictest sense of this term. It is just a question whether, with his multiplicity of responsibilities and heavy assignment of work, the Inspector in Alberta to-day is in a position to pre-empt for himself an adequate amount of time for professional development.

The following summary epitomizes the present duties of Inspectors. An examination of the list will make it obvious that the Inspector is a busy man.

LIST OF INSPECTOR'S DUTIES

1. To inspect all schools of his Inspectorate at least once a year, and as many as possible of them a second time.
2. To conduct investigations, submit reports to the Department of Education and, generally, to assist teachers and trustees in the solution of educational problems.
3. To co-operate with the teachers in the organization of teachers' conventions, to be present at them, and give the necessary guidance and direction in connection therewith.
4. To investigate cases of non-attendance of pupils and to make prosecutions under the terms of The School Attendance Act.
5. To prepare the necessary examination papers under instructions from the Department of Education.
6. To teach in the Summer School, or to read examination papers under direction of the Department of Education.
7. To attend to the details of correspondence and to grant interviews to teachers, parents and students in connection with educational problems.
8. To encourage school fairs, musical festivals, sports days, and other forms of organization with educational aims, and to act as judge when so directed at such competitions.
9. To make arrangements for the placing of Normal students in rural schools for practice teaching, and to keep himself informed in regard to this work.
10. To inspect buildings in the case of all districts in order to satisfy himself that school property is being well maintained, and in the case of new districts to make recommendations as to whether or not the board has earned a special grant when the school is erected by voluntary labour.
11. To hold meetings of ratepayers, and also of trustees, in order to confer with the people of the district in regard to its educational problems.
12. To examine the books of the Secretary-Treasurer, and to make the necessary recommendations when required in connection therewith.
13. To investigate the financial position of districts that are in diffi-

culty and, where deemed necessary, to submit recommendations with regard to assistance, particularly that of the guarantee of loans.

14. To submit reports on all inspections made, and to submit at the end of the year a literary and a statistical report in connection with his Inspectorate.

15. To keep himself informed as to the enrolment of each school of his district, and where deemed necessary, in the case of the one-roomed rural school, to cause high school instruction to be initiated or discontinued, as the circumstances in his opinion warrant.

16. To act as official trustee of any district when appointed by the Minister of Education so to do.

WORK ACCOMPLISHED DURING THE YEAR

At the end of each calendar year, Inspectors are required to submit two reports on their work—one purely statistical, and one partly statistical and partly literary or general. The tables following are compiled from the purely statistical reports and indicate in an objective way, the work accomplished during the year 1935. It should be stated, however, that weather conditions have a direct influence in determining the amount of field work an Inspector can do. Obviously, there are times when he cannot travel, no matter how much he may wish to do so. In the northern half of the Province, 1935 was a comparatively difficult year for the man on the road.

TABLE OF MILEAGE

Total and average number of miles travelled by Inspectors during the year 1935

	Total	Average
(a) By rail	24,037	907*
(b) By car	197,405	7,450*
Total.....	221,442	8,357*

TABLE OF INSPECTIONS

Total and average number of inspections during year

	Total	Average
(a) Elementary Schools	4,571	172.45*
(b) Indian Schools	46	1.74*
(c) Private Schools	29	1.09*
Total.....	4,646	175.28*

TABLE SHOWING DISTRIBUTION OF ELEMENTARY SCHOOL INSPECTIONS

	Graded	Ungraded	Total
Number of rooms inspected once.....	1,128	2,055	3,183
Number of rooms inspected twice.....	210	478	688
Number of rooms inspected three times..	6	0	6

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total Days	Average Days
(a) Inspection	2,549.25	96.20*
(b) Investigation	606.5	22.89*
(c) Official Trustee	507.5	19.15*
(d) Attendance Officer	68.	2.57*
(e) Examinations	636.5	24.02*
(f) Special	924.5	34.89*
(g) Reports and Correspondence.....	1,739.	65.62*
Total	7,028.25	265.34*

*One inspectorate, that of Grande Prairie, was without an Inspector from January to September.

The reports of Inspectors, partly statistical and partly literary or general, cover a wide range of subjects and it is not possible within the limits of this statement to quote them in full. The general comments which

follow are based on the information the reports contain and on conclusions I have drawn from the correspondence which has passed through my office during the last six months of the year. Where necessary, I have selected representative excerpts from the reports in order to amplify my comments and to complete the picture of educational effort in the Province for the year.

A.

1.—SUMMARY OF THE DETAILS OF ORGANIZATION, ETC., FOR THE PROVINCE (ELEMENTARY SCHOOLS ONLY)

(a) New districts organized.....	54
(b) Districts disorganized	8
(c) New buildings erected.....	73*
(d) Additions in class rooms.....	58
(e) Reductions in class rooms.....	26
(f) Net gain in class rooms.....	32

*For detailed information see report of H. Kingham, Building Supervisor.

The returns show that the greatest number of new districts was organized in the Peace River Inspectorate, while the St. Paul Inspectorate led in new buildings. West Edmonton took first place in the addition of class rooms, while Lethbridge held this doubtful honour in their reduction. In the majority of Inspectorates, there were comparatively few changes, conditions being more or less static. The amount of organization work in the Athabasca, Barrhead, West Edmonton, Peace River, St. Paul and Wetaskiwin Inspectorates places a heavy load of work on the officials in charge of these divisions.

B.

1.—GENERAL CONDITIONS AFFECTING EDUCATION

There is always a very vital connection between economic conditions as reflected in crop returns and the maintenance of educational facilities in the Province. During 1935, conditions were most varied. In the farthest northern area of the Peace River country, a good crop was harvested, there being no damage from hail or frost. As a result, the relatively few school districts in this territory are able to carry on without feeling any pinch. South of the Peace River to a line which approaches Calgary, the situation is totally different, parts of this large area experiencing the worst condition for many years. The heavy frost of mid-August did severe damage to the badly retarded crops and in many districts, injured them to such an extent that they were not worth harvesting. In other districts, the grade of the grain was so reduced that it brought a very small return. Added to this there was wide-spread damage by hail, many wide strips of country suffering a total loss of crop. In some of these latter areas, it has become next to impossible to collect any taxes. In many districts, a large percentage of the people, in fact, have been forced to place themselves on relief. The picture brightens again in the south of the Province. While crop returns there were not heavy, an average yield was harvested and, on the whole, conditions are very satisfactory. Inspector Scott reports, however, that his territory experienced its seventh successive crop failure.

2.—OPERATION OF SCHOOLS

The Government is at present limited to three methods of giving financial assistance to school districts. Firstly, there are the regular grants. These are paid according to The School Grants Act and cannot be varied to meet a particular situation. Secondly, guarantees may be given for bank

loans. These guarantees enable certain districts to tide themselves over a temporary difficulty, but sooner or later the loan must be repaid, and when arrears of taxes are applied to retire it, the debtor district at once finds it hard to maintain its school in operation. Thirdly, there is the special grant, payable under Section 27 of The School Grants Act. This is an outright gift to the district. It has been used during the year almost exclusively in the case of those districts which have erected first schools by means of voluntary labour. The amount of the grant is usually \$150.00, this amount being considered sufficient to purchase the finishing materials, once the walls of the new building are in place.

The equalization grant functions well in this Province. Were it not for this source of revenue, many boards in the newer areas would be compelled to close their schools or to operate only for comparatively short terms. The Section of the Act which limits the total grants paid to any district to 75 per cent. of the teacher's salary, however, forces even the weakest district to provide 25 per cent. of the teacher's salary and the other expenses of current operation. It is a distinct hardship for certain districts in homestead territory to meet even this undertaking. The result is that they operate as long as they can on the grants and pile up arrears of teachers' salaries until their finances become, at times, hopelessly involved.

In spite of the rather distressing general picture, due to disappointing crop returns in 1935, it is remarkable how operation of schools has been maintained throughout the Province as a whole. Comparatively few schools have been closed for purely financial reasons, and in the majority of these cases the periods have not been long. Without doubt, it can be said that the people of Alberta do want their children to have the advantages of all the education it is possible to provide for them. In some localities, it is true, the ratepayers wish to "lean" on the Government, but in the great majority of districts, the people are willing to shoulder their burdens and see that their schools are kept open.

The factor that interfered most during the year with operation of schools was the epidemic of poliomyelitis. A large number of schools, particularly in the northern half of the Province, were closed during the months of September and October, for periods ranging from a few days to one month. The Department took cognizance of this situation and, in the case of the high schools, issued a circular instructing teachers and students that the examination requirements would be curtailed by certain eliminations from the courses.

Excerpts—1

General Conditions Affecting Education

"In the area north of the Peace River, harvesting results were encouraging this year. The yields were not heavy but there was practically no damage from frost. I am able to report that, in the two organized municipalities north of the Peace River, and in some of the collecting school districts, a very definite improvement has been effected in tax collection this year. But the collecting districts have lagged heavily behind the districts of the organized municipalities; it is so difficult to obtain the necessary action in collection by the local board of trustees.

"South of the Peace River, crops were damaged by flood conditions during the summer and snow and frost during harvesting time. There has been little or no improvement in tax collection in this area."

G. L. WILSON, B.Sc., Inspector, Peace River.

"The year just closed has left many districts in an unfortunate financial condition. Crops, due to a late summer frost and unfavourable harvesting weather, did not yield satisfactorily. Tax collections have been generally poor and, in some quarters, the worst in the history of the Peace River area. Older established districts which built up a reserve are having no difficulty in meeting the emergency. In some of these districts, particularly in the vicinity of Beaverlodge, a sufficient surplus is now on hand to maintain educational requirements during 1936 without additional collections.

"The area particularly affected by frost and the resultant difficulties of financing is in the extreme south-west part of the Inspectorate, and is generally spoken of as the Rio Grande country. This area comprises about 12 districts and in all cases, considerable difficulty is being experienced. In one instance, a guaranteed loan was necessary; in another, the ratepayers who found the small levy of this year impossible, have closed the school. In this latter district, there are no resident children. As the ratepayers who have children of school age, have moved to an adjoining district until conditions improve.

"Generally speaking, conditions are not without some bright spots, except in the new homestead areas where matters are extremely serious. Very few tax collections are being made in these districts and, in many cases, the salary above the grant will remain a book entry for an indefinite period. A large number of these districts have low valuations and, until the limitation of the grant to 75 per cent. of the teacher's salary became effective, relied to a great extent on paying the teacher's salary by Government grant."

L. A. WALKER, B.A., Inspector, Grande Prairie.

"The prospects for a good year were very encouraging during the first few months, but disappointment arising from an early frost and some hail, has led to discouragement in many districts during the latter part of the season.

"This Inspectorate may be divided into two sections: one part in which the farming communities are well established on the land, and the other part, made up of newly settled homesteading areas. In the former, the municipal districts have been able to pay most, if not all, of the requisitions. In the latter, conditions continue to be very bad, as they have no reserve upon which to draw when crops fail, so that arrears of taxes are continuing to accumulate and the payment of current taxes has decreased seriously. The system is continuing to work, but under considerable strain due to administrative difficulties of financing, rather than those related to the fundamental factors in education, such as the attitudes of teachers and pupils."

G. H. HOLLINSHEAD, B.Sc., Inspector, Barrhead.

"Unfortunately, the crop was almost totally destroyed by hail and frost, tax collections dwindled to a new low level, corresponding with a practically 100 per cent. increase in the number of relief cases. The better districts which had recovered in 1934, will be able to carry through to the next crop year, but others will have considerable difficulty in financing operation.

"In newly-settled areas, where 75 per cent. of the residents are receiving relief, there will be a further delay in the organization of new school districts. In at least three communities, organization was postponed by the residents themselves, because they could not see their way clear to pay even a small contribution towards the support of a school."

J. L. GIBAULT, B.A., Inspector, St. Paul.

"The year 1935 has been a very wet year, and the roads, especially in the western portions of the Inspectorate, have been in an almost impassable condition. In the Rocky Rapids Municipality, and in the vicinity of Peers, north of the McLeod River, they have been deplorable. This has made it very difficult to carry on inspection work by car.

"Throughout large areas of the Inspectorate, there were severe, early, fall frosts; also a considerable number of districts were completely hailed out at a time when the crops were well advanced. In the Keephills and Woodland Districts, all crops were lost by hail, even feed for the stock. Other districts suffered partial losses. Those losses have intensified the problem of financing schools in the affected districts."

J. H. HUTCHISON, B.A., Inspector, West Edmonton.

"Though prospects during different seasons in 1935 have varied much, on the whole, the interests of education have improved. Better prices for the products of this area are resulting in a slow return of confidence among the people. The killing frosts of late summer affected this area very seriously, however and, while no schools were closed, the heavy losses to agriculturists made it necessary to curtail expenditures on education. Everywhere the results of these losses have affected living conditions and tax collections detrimentally."

J. SCOFFIELD, B.A., Inspector, Wetaskiwin.

"The crop season opened rather late, but with splendid prospects over this entire area, and such conditions maintained until late in July. At that time, a severe drought set in and the promising crop rapidly deteriorated. On August 14th, a frost of 12 to 14 degrees occurred, covering this Inspectorate in common with other areas in the central and northern portion of the Province. This frost, especially when combined with the lateness of the season, very seriously affected the wheat crop in so far as marketable grain was concerned. Only about 70 per cent. of the wheat acreage was harvested, and the yield varied from six to fifteen bushels per acre, with the grades varying from No. 5 to a very poor type of feed. Coarse grains produced only a very poor quality of fodder, and little of these grains was threshed. Grain of all kinds, suitable for seed purposes, will be scarce through this area next spring. Garden crops were much below average in both quality and yield. Several areas, notably Viking, Kinsella and Wainwright, suffered considerable hail during the season, which further contributed to a decreased supply of fodder."

"The above factors presenting themselves during the mid-summer vacation, naturally affected the outlook during the December term. The fourth requisition of the year was not so readily obtained from the banks by the municipalities as the others had been, and tax collections were slower than during the corresponding period of 1934. One small municipality, entirely within my division, and two other municipalities, partially within, were able to pay only a portion of the final requisition for the year. In these areas, the year closes with salaries in arrear. In other portions of the territory, the school districts received their requisitions in full and closed the year in normal financial standing, many with a reasonable cash reserve on hand."

L. GOOD, B.Sc., Inspector, Wainwright.

"The year 1935 has had no peculiar conditions affecting education in this Inspectorate. The early frost and the number of hail storms made the grain of very low quality with the result that the farming people are very hard up. There has been a corresponding tendency to spend as little as possible on education. The recent years had just about cleared up old indebtedness and prospects for improvement were very good until the frost came."

"The poverty of the school districts is directly reflected in the quality of accommodation provided. Over half of the rural school buildings are entirely out of date, and should be rebuilt. In a very large number of buildings, there are windows on both sides. Very few schools have a basement with a furnace. There is little hope to improve these conditions until the farming community is more prosperous."

C. H. ROBINSON, M.A., Inspector, Camrose.

"The economic situation in the Inspectorate as a whole has improved. The crops, with the exception of those in a small area, were very good and the advance in wheat prices helped greatly. The mines were shut down frequently, but they worked longer this year than they have for some time.

"In spite of improved conditions, there is a tendency on the part of most boards to curtail expenditures, with a view to keeping down taxes, to such an extent that it interferes with the efficient operation of the schools.

"The fact that quite a few trustees are inclined to study the interests of only their own districts often makes it difficult to provide for the proper education of children. Recently, in two different cases, it was necessary for boards to co-operate in order to satisfactorily provide for the schooling of children, and the trustees were very much opposed to doing so."

W. E. FRAME, M.A., Inspector, Drumheller.

"Crop conditions were favourable in the western half of the Inspectorate this year. This enabled the schools in that area to finance themselves without any difficulty. The eastern half of the territory was again stricken with drought and a serious plague of grasshoppers completely ruined the crop. In view of this fact, schools were without finances over a large area in the east and south of the Inspectorate. As a consequence of these conditions, schools in the latter areas have suffered greatly. This is reflected in low salaries paid the teachers, inability to paint and repair buildings, and default of debentures. The majority of these schools present the appearance of weather beaten desertion. The teacher has nothing to work with except a scarred and cracked blackboard, some chalk and what material her ingenuity can improvise."

L. A. THURBER, B.Sc., Inspector, Hanna.

"Adverse crop conditions prevailed for the seventh successive year. Relief assistance in its various phases was general. Because, with few exceptions, any incoming taxes had to be applied upon past loans, educational activities were possible in 85 per cent. of the rural districts only through the aid of Government-guaranteed borrowings. The revised and generally lower assessed valuations of land became effective in January, 1935. As a result, the number of rural districts sharing in the equalization grant, increased from 25 per cent. to 90 per cent. Accordingly, salaries maintained about the same level as in the previous year, while guaranteed borrowings, although more generally in demand, were, upon the average, per district, considerably reduced.

"The depopulation of this area continued throughout the year, causing a further drop in the school population, and bringing further need for re-organization and for joint operation. In many districts, it was difficult to secure complete school boards, while in others, discouraging conditions continued to bring requests for administration under an official trustee. No funds were available to paint and repair buildings nor to purchase equipment and library materials."

R. J. SCOTT, B.A., Inspector, Oyen.

"In the latter part of July, a severe hail storm cut a swath about six miles wide, from north-west of Calgary to the eastern boundary of the district. This naturally had a direct effect on tax collections. However, the secretaries of the three municipal districts, Beddington, Shepard and Bow Valley, in which most of the schools of the Inspectorate are located, report that, at the close of the year, school accounts were practically in as good a shape as a year ago. Requisitions had been promptly paid to school districts and bank loans, on school accounts, had been liquidated in full. This condition of affairs is most gratifying and signifies a marked improvement since the end of 1932."

J. A. MACGREGOR, B.A., Inspector, Calgary.

"On the whole, the High River Inspectorate is well established and quite capable of supporting its schools, and although a considerable portion of the area around High River was damaged by frost, the effects of this will not be sufficiently drastic to interfere with school operation.

"There are, however, schools to the east of Lake MacGregor where financial conditions are denlorable. It is absolutely impossible for a district to finance school operation on a crop of from two to four bushels to the acre. Yet about eight school districts are endeavouring to carry on under these conditions, year after year, with the result that supplies and equipment are neglected, and the teachers' salaries are unpaid. Exceptional fortitude is displayed in these areas, and teachers and pupils are accomplishing work comparable with those in more fortunate districts."

W. H. EDWARDS, B.A., Inspector, High River.

"During the month of November, circulars were sent to all districts for the purpose of securing information regarding the financial standing of the schools in this division. The returns from these statements are tabulated below:

Number of districts with balances to their credit.....	94
Number of districts in arrears to teachers.....	17
Number of districts with bank loans	6
Number of districts with debenture obligations overdue	13
Replies to the question of whether 1935 showed any improvement	
over 1934: Yes.....	45
No	45
No change	9

"The following comments may possibly throw additional light on the survey made. Sixty districts show very substantial bank balances. In the majority of them, sufficient funds are available to maintain the operation of the school in each district until the 1936 tax payments are due.

"Eleven of the districts which have failed to meet salary obligations to the teachers are located in the dry farming belt, east of Carmangay and Champion. This area suffered rather severely from lack of moisture so that crop returns were very light. In nine of the districts, salary arrears due to teachers cover a period of two years or more."

OWEN WILLIAMS, B.A., Inspector, Lethbridge.

"In the territory south of the C.P.R. main line from the Saskatchewan boundary to Medicine Hat and south of the Crow's Nest branch, crops were from six to eighteen bushels of wheat to the acre. The last two moderately good wheat crops in this section, with improved live stock prices, have made possible better local support of the schools. This is very evident in the case of sixteen school districts in the only organized municipal district in this Inspectorate, Excelsior M.D., No. 92, which extends south and south-east of Medicine Hat. Collections for all these districts have been quite substantial, several now showing surpluses on hand above current requirements.

"An improvement in crop returns was realized in the Hilda and Schuler districts, north-east of Medicine Hat, where almost complete crop failures had prevailed for four previous years. In this section, wheat averaged from four to ten bushels to the acre. While this return was not what had been hoped for, it was sufficient to encourage the farmers in that area and to make possible better payments on school taxes than those of 1934.

"Immediately north of Walsh and Irvine, crops this year were very poor, this affecting adversely the finances of six school districts in this locality. Along the Empress branch at Iddesleigh, Jenner and Atlee, crops were poor, as had also been the case in 1934. Returns were a little better farther east at Bindloss and Empress."

H. C. SWEET, B.A., Inspector, Medicine Hat.

"The conditions affecting education in the Cardston Inspectorate were quite uniform over the whole area. The crops were not heavy, but the grades obtained for wheat were very high. The beet crops in the irrigated areas compared favourably with those of last year. There was a very good market for cattle and swine, and a fairly good price for lambs. Perhaps the splendid harvest of 1934 contributed more towards the successful operation of schools, however, than the average yields of 1935 and, on the whole, operation was at least as good as it was in the previous year."

A. R. GIBSON, M.A., B.Paed., Inspector, Cardston.

"Guaranteed bank loans were quite helpful in carrying some districts through the early part of the year, especially where collections were good enough in the fall of 1934 to clear off the loan and allow commencing of the new year with a clear balance sheet. But where collections were not high enough to cover the loan, and the loan was taken over by the Department of Municipal Affairs, this Department proceeded to apply all collections of arrears of taxes upon it. Unless conditions had improved considerably in the district, the result of this practice is obvious. The district must keep taking larger and larger loans and hand over to the Department of Municipal Affairs the responsibility for collection of taxes. Otherwise it faces a situation in which it has no revenue for current needs. The arrears of taxes must be paid before current taxes can be accepted, and in many of the poorer districts few, if any, of the taxpayers have all arrears paid. Thus, even if collections improve considerably, as was the case in 1935, there is still no revenue to apply on current needs.

"To serve their true purpose, guaranteed loans must be held by the Government until such year as there is a surplus in collections over operation costs. Then, if necessary, the loan might be covered by grants due to the district by the Government. Arrangements have recently been completed for the setting aside of two loans of this kind, and there is now some hope of the two districts concerned providing operation and paying for it in 1936."

G. L. WILSON, B.Sc., Inspector, Peace River.

"During the period from September until the end of the year recommendations for special grants were made to assist two districts. One of these had erected a frame building and the other a log structure. Both districts used voluntary labour. The grant of \$150.00 made in each case, assisted to a great extent in completing the building. Without such assistance, the children of these districts would be without school facilities.

"Four districts which have been recently organized are now erecting voluntary log schools, and without the assistance of a special grant, these districts would not have entertained the idea of building.

"With increased lumber costs during the past year, it has been found that the usual amount donated as a result of recommendation is barely sufficient to provide the required materials. The amount of the special grant will not permit the purchase of any permanent equipment."

L. A. WALKER, B.A., Inspector, Grande Prairie.

"The schools of the Inspectorate operated regularly during the year. With a single exception, all schools re-opened immediately following the Christmas holidays. In deference to the wish of the parents, the Uncas School District, No. 2238 delayed the opening of the school to February 1, but the loss of time was partially compensated by operation in August.

"Outside of the equalization grants, provided under Section 26a of The School Grants Act, no special grants or guaranteed loans were required to finance the operation of schools throughout the year. Limited bank credit was extended to school districts whose taxes are levied and collected independently of the municipalities, but due to the crop failures and the consequent low ebb in tax collections, the great majority of these units will report increased debit balances at the end of the year.

"The epidemic of poliomyelitis at the beginning of the December term delayed the re-opening of the schools in the immediate vicinity of Edmon-

ton to the first of October. However, very few cases were reported in the rural areas, due to the close co-operation of the school boards with the health officials. A check-up of the situation indicates that 29 schools were closed for periods ranging from two weeks to a month."

J. J. LeBLANC, B.A., Inspector, East Edmonton.

"All schools operated on a full-time basis.

"No special grants or guaranteed loans were recommended on behalf of districts in this Inspectorate.

"At the beginning of the September term, all schools were in readiness to commence operation, but several cases of poliomyelitis developed in this area. Although the number of cases was small and the cases were scattered, the Health authorities ordered a large number of schools to be closed as a precautionary measure. In Vegreville, the schools did not open until the last week in September and, in many rural districts, operation was badly interrupted during the first month of the term."

L. B. YULE, B.A., Inspector, Vegreville.

"No efforts to promote operation were necessary as every district operated throughout the year as far as conditions justified operations.

"No special grants or loans guaranteed were used.

"The only special conditions affecting operation during the year were epidemics of infant diseases. During the spring term, a few schools were closed for measles. During the fall term, all schools except those in the Municipal District of Ukraina and part of Ethelwyn, were closed for periods varying from two to six weeks, owing to the epidemic of poliomyelitis."

H. R. PARKER, B.A., Inspector, Vermilion.

"With the exception of the town of Camrose, all schools operated for the full year except for one or two weeks during which the school was closed as a preventive measure against the epidemic of poliomyelitis. About half the schools did not close. Camrose was closed for about a month and was the only school where the pupils lost very much. It has not been possible for your Inspector to visit the schools in the Town of Camrose, but it is expected that because of the excellence of the staff in that town, the pupils will be found as far advanced as those where the schools were closed for only a week or not closed at all."

C. H. ROBINSON, M.A., Inspector, Camrose.

"All the schools in the Inspectorate were in operation during the whole or part of the year. A few reduced the period of operation a month or so in mid-winter on account of poor financial conditions. Then again, a few, on account of the small number of children, co-operated with neighbouring districts under Clause 131 of The School Act.

"There appears to be a growing tendency to reduce the length of the school year, due largely to the financial stringency now prevailing. While this is to be regretted, yet on the present basis of taxation, I see no other remedy. If the people will not or cannot pay sufficient taxes to meet at least a fair share of the cost of school facilities, they cannot expect to forever enjoy the privileges at the expense of others.

"At the present time, the schools are operating, for the greater part, as a result of Government guarantees through the banks. I say this, because the Coronation Municipality is advancing the same amount as that guaranteed by the Department of Municipal Affairs through other Municipalities. And while these guarantees have eased the situation, the amount will have to be increased or there will be a general scaling down of teachers' salaries."

R. H. LIGGETT, B.A., Inspector, Coronation.

"In spite of adverse economic conditions, a real effort is being made to keep schools operating with a maximum of efficiency. All the schools in the Inspectorate are open and expect to be able to keep open for the coming year.

"To my knowledge, no school districts or municipalities have made use of Government-guaranteed loans. Special grants of \$150 have been made to two districts to help in the financing of new buildings. The residents of the Brier Lake School District, No. 4650, showed a fine spirit of co-operation in erecting their school. The special grant was sufficient to pay for all the necessary purchases and give them a debt-free building. The Birchfield District, No. 4607, has been unable to secure the same co-operation and, as yet, has not been successful in getting the building far enough advanced to secure the grant.

"The epidemic of poliomyelitis had comparatively little effect on the operation of schools in this Inspectorate. Four town schools and a similar number of rural schools were closed for two or three weeks."

T. F. HAMILTON, B.Sc., Inspector, Lamont.

"During the June term, the schools were in operation under qualified teachers and the attendance was high, averaging well over 90 per cent. Conditions during the fall term were not so good. Some unfavourable weather during threshing time made it necessary to keep a number of the older pupils out of school at the beginning of the term, and about the middle of September, the scare caused by the epidemic of poliomyelitis resulted in the closing of the greater number of schools for a period of two weeks. The number of schools varied in different municipalities. In the Lockhern Municipal District, the council ordered all schools to be closed for a period of two weeks. This was owing to there being two or three cases of the epidemic in the Municipal District.

"The attendance for the first two and a half months was, owing to one thing and another, unsatisfactory, but by the middle of November, things returned to normal, and an effort was put forth to make up for lost time."

W. J. McLEAN, B.A., Inspector, Red Deer.

"Except in eastern and north-eastern areas of the Inspectorate, the epidemic of poliomyelitis seriously interrupted progress in school work in September and October. Seventy-five per cent of the schools in the Inspectorate were closed, some for a period of ten days only, others for a period of two weeks, and a few for a period of three weeks. It is doubtful whether, in the senior grades of the consolidated schools that were closed, lost time can be fully recovered. The curtailment of requirements prescribed by the Department for examination purposes may not help a great deal, for the curtailment was at the beginning of the courses, mainly the part that had already been covered before the epidemic spread into the rural communities."

W. E. HAY, B. Paed., Inspector, Stettler.

"The year's operation was very good. But two schools which are well out towards the edge of the western boundary, did not operate for full terms. Another year may see these as regular schools, and we are working towards that end.

"The crops were abundant but frozen, so that there was considerable disappointment. However, the increased price for all marketable farm products, left the farmer in fair condition. Few cases of attempted closing of schools were noted, and the districts as a whole are in fairly good condition."

X. P. CRISPO, M.A., Inspector, Olds.

"All schools in the Macleod Inspectorate operated as usual. Two operated on an eight months' basis and the rest for the full time. No pressure whatever was needed to secure this operation. No special grants or guaranteed loans were provided.

"The epidemic of poliomyelitis barely reached this section of the

country and only two schools were closed for a few days. I have nine districts that are operating in conjunction with others, and four (including three of the above) are either entirely without children or very nearly so."

C. C. BREMNER, M.A., Inspector, Macleod.

"There were no serious problems concerning operation during 1935 aside from those in certain official trustee districts. These were districts in which financial conditions were responsible for the type of administration, and full teaching terms were generally impossible. In two of these latter situations, the teaching period was nine months; Collett S.D. No. 2146 will remain at nine months and Remainder S.D. No. 2542 will be increased to approximately nine and one-half months' teaching period in 1936.

"Whitla School District, No. 2016, was granted a small loan, guaranteed by the Province, to facilitate its operation during the spring term. Good crop yields and correspondingly favourable prices made extended assistance unnecessary and this district was able to retire the loan promptly. This was the only instance where financial assistance was requested."

H. A. MACGREGOR, M.Sc., Inspector, Foremost.

C.

1.—CERTIFICATION OF TEACHERS

The reports of the Inspectors indicate that the professional qualifications of the teachers of Alberta continued to show an improvement during the year, the number holding First Class certificates, or higher than First Class certificates, having distinctly increased. This betterment is one which may naturally be expected to take place in a period of depression, when the supply of teachers exceeds the demand. The teacher with low qualifications will not be as successful in the competition for positions as the one who has made the effort to improve his standing. The table given below is compiled from the reports of 26 of the 27 reporting Inspectors, from data gathered from returns made by teachers during the fall term, and it indicates with comparative accuracy the certification of the teaching body in the elementary schools of the Province. The staffs of the four cities of Edmonton, Calgary, Lethbridge, and Medicine Hat are not included in the table, no returns of information having been requested from the city systems. Complete information on the certificates held by the teachers of the Province as a whole may be found elsewhere in this report.

Certificate	Permanent	Interim	Total
High School Teachers	10	13	23
Academic	11	8	19
First Class	1,136	718	1,854
Second Class	1,499	589	2,078
Third Class .....	....	28	28
Total	<u>2,656</u>	<u>1,356</u>	<u>4,002</u>

An analysis of the figures in the above table shows that of the teachers whose standing was reported in the returns over 66 per cent. hold permanent certificates and over 47 per cent. hold certificates of First Class or higher standing. While the relative number of Second Class certificates is still high, there is satisfaction of knowing that the percentage of these certificates is being reduced from year to year. The inclusion of so much high school instruction in our one roomed rural schools makes it imperative that a proportionately higher number of teachers should hold at least First Class certificates. The need of higher certification will be accentuated once the new Course of Study is put into effect.

2.—GRADING OF TEACHERS

During this year, the Inspectors used the same scale for grading teachers that has been in effect for a number of years. It is a five-point scale, the categories being excellent, very good, good, fairly good, and fair. The following table indicates the total number of gradings given by all Inspectors and the number of gradings falling within each category:

GRADINGS OF TEACHERS—

Excellent	245
Very good	1,192
Good	2,181
Fairly good	647
Fair	45
Total	<u>4,310</u>

Reducing these figures to percentages, we obtain the following results:

PERCENTAGE DISTRIBUTION OF GRADINGS—

Excellent	5.69%
Very good	27.66%
Good	50.60%
Fairly good	15.01%
Fair	1.04%

On comparing these percentage distributions with the figures for 1934, we find that the percentages are lower in the three categories "fair," "fairly good" and "good" and higher in the two categories "very good" and "excellent". This would appear to indicate that an improvement has taken place during the year in the work of the teachers as a whole. That this is the logical conclusion is borne out by the statistics showing the higher certification of the teaching body. The inference is obvious and one to which the Department and the trustees of the Province should give heed: *higher qualifications in teachers are reflected in increased efficiency in teaching.*

3.—CONTINUITY OF TEACHER SERVICE

In the Province as a whole, the number of changes in teachers during the year 1935 reached a disturbing total. In one division, the Inspector reports that in 56 per cent. of his one roomed schools, changes took place at mid-summer and, in several other Inspectorates, the percentage ran as high as 50. In one or two divisions, the Inspectors report that continuity in teacher service is comparatively satisfactory, but in these cases, the divisions are in old established areas, where conditions during the year were relatively good. The causes of the frequent changes are two-sided, the teacher and the trustees both sharing responsibility. In many cases, the teacher wishes to increase his salary, improve his position, or merely have a change. In some instances, he is not being paid, and he endeavours to find a position in a district where he can count on his salary regularly. On the other hand, trustees terminate contracts in order that they may engage a teacher at a lower salary, or give employment to a local person, or appease some ratepayer with a grudge. Too frequently "lack of efficiency" is not the factor that guides the board in its decision to serve notice.

A great deal of educational effort is lost in our failure to secure continuity in teacher service. It is safe to say that roughly two weeks' time is lost on the average in every school on each occasion when a change of teachers takes place. Proper legislation will assist in improving the situation, but the real remedy must go deeper. There must be a realization on the part of both teachers and trustees that frequent changes in

schools are detrimental to the educational progress of the pupils and that contracts should not be terminated on the basis of whim, prejudice, expediency, local claims or misjudged economy.

4.—TEACHERS' SALARIES

The salaries of teachers, judged from the reports of the Inspectors, remained more or less stationary for the year in the majority of Inspectorates. In some divisions increases are reported in the average salary, in others, decreases. Complete statistical returns indicate, however, that there was a considerable drop in the average salary for the Province, as a whole. Local conditions, as determined by crop returns, are the strongest factors exerting an influence on the amounts paid to teachers. The northern areas, which suffered from frost during the last two years, and the dried-out east-central areas are chiefly those reporting a lowering in average salary. A serious condition has arisen in some school districts, particularly those in homesteading areas. The trustees have been attempting to operate largely on Government grants and for various reasons either did not, or could not, press tax collections. The result is that they are now in debt to as many as three or four teachers, and the grant being paid proportionately to these creditor teachers in accordance with The School Act, there is little cash available for the person at present in charge of the school or for current expenses. This situation cannot continue indefinitely. Either the boards must collect more taxes or the Government must come to their rescue through increased grants, special grants or the guarantee of loans. Better collection of taxes appears for the time being to be the most effective solution of the problem, but the success of this method of meeting the difficulty is very largely dependent on the size of the crops for the next two or three years. A number of districts have been assisted during the year by the guarantee of loans and have been temporarily tided over embarrassing situations. Loans that cannot be retired promptly, however, interfere with future operation of the school and they cannot, for this reason, be given general encouragement.

Excerpts—2

Certification of Teachers

"During the last five years, the Third Class teacher has disappeared entirely and it is only a matter of time when none, except those holding First Class certificates, will find ready employment. It is very evident the teaching body realizes this fact, for there is an ever-increasing number striving to improve their professional standing, by attending summer schools and taking advantage of correspondence courses offered by different educational institutions.

"Since the practice, instituted seven or eight years ago, of having Normal students spend a week in practice teaching in rural schools, the results of this training have proved most beneficial. Even allowing for this, the "Normalite" of to-day is capable of taking hold in a more capable manner than was the case a few years back, which speaks well for the training that is afforded in our Normal Schools of to-day."

J. A. MACGREGOR, B.A., Inspector, Calgary.

"As already noted, the qualification of the teachers in regard to certificates held appears to be gradually rising. With this, I believe, the general quality of instruction in the school subjects is improving."

R. H. LIGGETT, B.A., Inspector, Coronation.

"With over one-third of the teachers holding First Class certificates, and with four-fifths of the total holding permanent certificates, the quality of instruction ranks high. The curve of efficiency swings far in the direction of the higher gradings, and there would be something radically wrong with a body of teachers so well qualified and experienced if it did not do so. Taking all facts into consideration, the conditions under which some teachers are obliged to live, and the irregular attendance of some, the results obtained are in general surprisingly good."

J. H. HUTCHISON, B. A., Inspector, West Edmonton.

"There was an unusually large influx of Normal graduates to this division at the opening of the December term. In all, twenty-three such teachers found schools. Sixteen of this group have been visited, and with three exceptions, all have achieved a commendable beginning in the tasks of their first school. Five of the sixteen are doing splendid work and already show quite definite initiative and originality in the work. Effective organization of the work of an ungraded school, with its multitudinous detail, along really practical lines, still offers the novice the greatest difficulty. However, the Normal graduates arriving this year are, on the whole, the most capable group I have yet received."

L. GOOD, B.Sc., Inspector, Wainwright.

Continuity of Teacher Service

"The following table will best show the undesirable and unsatisfactory condition as regards continuity in teacher service in this Inspectorate. Many teachers after a little experience seek and find openings in the more prosperous parts of the Province.

Time in present school	Frequency	Per cent. of total
Less than one year.....	66	51.16
One year	27	20.93
Two years	18	13.95
Three years	6	4.65
Four years	4	3.10
Five years	5	3.88
Six years	2	1.55
Ten years	1	0.78
Total.....	129	100.00

H. A. KOSTASH, B.A., Inspector, Athabasca.

"At the beginning of the December term, 55 teachers took charge of rooms which they had not before taught. In the opinion of your Inspector, this number of teacher changes is altogether too large. The records do not show why the teachers left these positions, but it is reasonable to suppose that many of them left because they were asked to do so. Twenty-one of the teachers taking these positions had no previous experience in teaching. This would seem to show that the school boards were not particularly interested in getting more efficient service in their schools. Following is a table showing the number of teachers occupying their positions since the years given.

1935.....	55	1928.....	3
1934.....	33	1927.....	1
1933.....	31	1926.....	1
1932.....	20	1925.....	1
1931.....	13	1917.....	1
1930.....	6	1914.....	1
1929.....	3		
Total: 169			

C. H. ROBINSON, M.A., Inspector, Camrose.

"The repeal of the Board of Reference as set out in The School Act has again made the board of trustees the supreme and final authority in the termination of contracts between teachers and trustees during the month of June. As a result of the revised legislation, a survey of the territory records 67 changes of teachers in the 135 school districts or 183

departments of the Inspectorate. In a number of instances, the change of teachers could be defended as contributing to the best development of the school, but in the majority of cases, other considerations than teaching efficiency, such as salary reductions, personal differences between the trustees and the teacher, or again, the placing of a local teacher, appear to have been the guiding influence in the decisions. On the other hand, several teachers have been in continuous service in the same school for periods extending to eight years. The uncertainty of tenure which now obtains throughout the Province, must be accepted as a serious deterrent to the best development of the teaching profession and suggests the need for some measure of security by which the schools will be safeguarded against frequent and ill-advised interference with efficient teaching service."

J. J. LeBLANC, B.A., Inspector, East Edmonton.

"There is a noticeable tendency for teachers to remain for a longer period in schools where conditions are favourable and the salary is suitable. Unfortunately, salaries are so low in many of the schools in this inspectorate, that teachers move to better paid positions as soon as the opportunity arrives. There has been a turnover of practically fifty per cent. of the teachers, mainly in those areas where conditions are unfavourable and salaries are low. In the large unit of the Berry Creek, we had only one teacher leave to take another position."

L. A. THURBER, B. Sc., Inspector, Hanna.

"Teacher changes seem to be much more prevalent this year than in the preceding few years. Sixty-eight rooms, 40 per cent. of the total number of rooms operating, were under new teachers during the fall term. Two contributing causes are readily noticeable. First, the willingness of boards to employ less experienced teachers at lower salaries and, secondly, the practice of putting out teachers from other localities to provide positions for recent Normal graduates whose homes are in the district. In this Inspectorate, there has also been a tendency to replace English-speaking teachers with those of Ukrainian origin."

T. F. HAMILTON, B.Sc., Inspector, Lamont.

"Pupils progress in the rural school is too often adversely affected by lack of continuity of teacher service. I believe that this is the case more often in the unfortunate areas of the Province. There were 52 changes of teachers took place in this division during the mid-summer vacation. Regardless of difficulties experienced in obtaining positions, it is significant that the number of teachers resigning of their own accord was greater than the number who received notice of termination of contract.

"The change of teachers in the rural schools amounted to 50 per cent. of the entire personnel of rural teachers within this area. In village and town districts the change amounted to 33 per cent. The average experience of all teachers teaching within this Inspectorate in September was 3.92 years, while the average period of continuous service in the schools occupied by the teachers at the opening of the fall term was only 1.10 years. There were but five teachers who had given service in their present position for more than five years."

R. J. SCOTT, B.A., Inspector, Oyen.

"In this Inspectorate, as, no doubt, in all Inspectorates during the last year or two, considerable hindrance to pupils' progress in school work has resulted in rural ungraded schools from a change of teacher annually. In 66 out of the 118 one-room rural schools in my Inspectorate a change of teachers was made at the end of the June term. Whatever the influence, or influences, may be, to account for this growing instability of relationships, one thing is certain; it is decidedly against educational progress in rural education."

W. E. HAY, B.Paed., Inspector, Stettler.

Salaries of Teachers

"A tendency towards lower salaries was in evidence and present prospects do not warrant any hope for improvement during 1936. The average salary for 178 teachers for the year was \$796.80.

"The following information is taken from a distribution chart of salaries.

Number of teachers above \$840.....	43	
Number of teachers at \$840.....	35	
Number of teachers below \$840.....	100	
		178
Number of teachers above \$1,000.....	11	
Number of teachers above \$900.....	30	
Lowest salary paid was \$450.		

L. B. YULE, B.A., Inspector, Vegreville.

"Teachers' salaries have changed little during the year; the average salary is now approximately \$725.00 per annum. Two main causes were operative here in keeping salaries down. The first was the scarcity of cash, resulting from the frost lowering the market value of all grains; the second is the straightened circumstances of the settlers coming from the 'dry areas' and the cities, who settle on brush farms in western sections."

J. SCOFFIELD, B.A., Inspector, Wetaskiwin.

"In the public schools of the Cardston Inspectorate 138 teachers, including principals and assistants in graded schools, receive an average salary of \$760 a year. Ungraded rural school teachers, excluding those in the organized Hutterite districts, get an average salary of \$729.

"In the organized Hutterite districts, of which I am Official Trustee, 10 teachers receive an average salary of \$843. In the unorganized colony private schools, five teachers are paid an average of \$350 a year.

"These salaries are almost exactly the same as were paid last year, except in the cases of six Hutterite Schools, where I raised the salaries by \$140 a year to the minimum."

A. R. GIBSON, M.A., B.Paed., Inspector, Cardston.

"The average salary in this area was slightly lower last year than it was the year before. In graded schools, the lowest yearly salary paid was \$800, the highest \$1,900, and the average \$1,095.45. In the ungraded schools, the lowest yearly salary paid to a teacher was \$500, the highest \$1,150, and the average, \$736.30."

W. E. FRAME, M.A., Inspector, Drumheller.

"Salaries were maintained during 1935 at approximately the same figure as in the previous year.

	Lowest	Highest	Average
Public School, 1935.....	\$500	\$1,050	\$693
Public School, 1934.....	450	1,050	695

In some rural districts, a system of a small annual increment is in force and such has had the effect of improving the continuity of service."

L. A. WALKER, B.A., Inspector, Grande Prairie.

THE CHARACTER OF THE INSTRUCTION

1.—IN THE ELEMENTARY GRADES

The factor which exerts the strongest influence in the education of children is the personality of the teacher. After the pupil has left school and he views in retrospect his progress through the elementary grades,

the impression deepest in his mind will be that which was formed by what the teacher was, not by what he did.

The foregoing statement is not intended to minimize the importance of sound scholarship and broad professional training. Both these elements are essential to success in teaching. A third is also necessary, namely, the capability on the part of the teacher of continual professional growth.

The reports from all Inspectoral fields are adequate evidence that the teachers of the Province are, on the whole, anxious to improve their professional standing, to familiarize themselves with the newer techniques of instruction, and to follow generally any leadership for improvement in methods which appeals to them as being progressive. In spite of low salaries, they are willing to make personal sacrifices to attend Summer School, to take correspondence courses, and to be present at conventions in order to keep abreast of modern movements in education. Their reception of the proposed revision of the public school programme, and their co-operation in the effort to experiment with it, are deserving of highest commendation.

While there is not complete unanimity in the viewpoints of Inspectors, the following conclusions are sufficiently general to be taken as representing their collective opinions on the character of the instruction now being given in the elementary schools of the Province.

SOCIAL STUDIES—(HISTORY, CIVICS, GEOGRAPHY, HYGIENE)

An improvement has taken place in the methods of teaching Social Studies, but the instruction still continues to be too much a presentation of pre-digested information which the pupil learns by memorizing. Not enough effort is made to secure the appropriate correlation and integration of these studies nor to assist the learning process by a sufficient use of mechanical and visual aids. The teachers' methods, on the whole, are too formalized to secure the socializing effects which should result from the study of these subjects.

ARITHMETIC

Good results are being secured in the teaching of Arithmetic, but not enough attention is being given to the mental phase of the subject. The new texts, Number Highways, and Mathematics for Everyday (Grade VII), have led to an improvement in the order in which the different topics are introduced for study, and there is a proper application of principles in the exercises provided. It is generally agreed that, when the methods of the prescribed texts are followed, the children find learning less difficult and that, as a result, there is an improved attitude and a greater genuine interest in the subject. One Inspector says of the Grade VII text: "At last we are free from long involved problems with the main stress placed on the answers." Another Inspector complains, however, that the new Arithmetics appear to have few problems that make the brighter, or even the average, pupils think very hard.

THE LANGUAGE SUBJECTS—(READING, LITERATURE, COMPOSITION)

There is a noticeable improvement in results in oral and silent reading, the majority of Inspectors attributing the improvement to fresh interest in the subject due to the introduction of the new Highroads series of Readers. The criticism still persists, however, that, particularly in the senior grades, there is too much oral as compared with silent reading, and that

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the lesson is too frequently a hearing of reading rather than an effort to detect weaknesses and give the necessary remedial instruction. Several Inspectors point out the need of library books in connection with silent reading, and deplore the fact that the libraries in their schools are in a generally run-down condition. *This is a problem for which I recommend early and serious consideration. It has taken on new importance for the time being on account of the approaching introduction of the new Course of Study which will emphasize pupil activity in the class-room. It is difficult to see how such a programme can function effectively unless generous provision is made for books for the use of both teacher and pupil.*

The new Readers have received, on the whole, very favourable comment from the men in the field. They have made the task of the teacher easier and at the same time have given him encouragement to discard traditional practices in giving instruction in English, and to adopt a newer technique. This is particularly true as regards Literature so-called in the intermediate grades. Book II of the Readers has been criticized as being too difficult for second year classes.

There is no subject in the curriculum of more importance than Composition, and the reports of the Inspectors indicate that they are taking full cognizance of this fact. The consensus of opinion is that much remains to be done to secure maximum efficiency in the teaching of this subject. Oral composition is not given sufficient stress as a basis for written composition, and is not made to function effectively through other subjects to secure in the pupil clearness, correctness and facility in expression. Written exercises are, on the whole, weak in sentence structure, punctuation, spelling and neatness, indicating weakness in instruction, insufficient practice, or failure on the part of the teacher to develop the necessary ideals of care and accuracy in written work.

2.—IN THE SECONDARY GRADES

The following table shows the number of one-roomed schools in the Province offering advanced instruction. In some districts, instruction is being given in two or more high school grades, but separate statistics in these cases are not available.

NUMBER OF ONE-ROOMED SCHOOLS IN ALBERTA OFFERING
HIGH SCHOOL INSTRUCTION

Grade IX	1,218
Grade X	440
Grade XI	97
Total.....	<u>1,755</u>

The indications are general that the demand for high school instruction in the rural district school of one room is increasing. The factor which operates most strongly in bringing about the increased demand is the economic depression, which exerts a double influence. In the first place, it keeps pupils in school who, under normal conditions, would find gainful employment. In the second place, it prevents parents from sending their children to high schools of recognized standing. The average resident of the rural district has not the necessary funds for this purpose in times such as the present.

The one-roomed rural school is organized primarily to serve the educational needs of pupils of the eight elementary grades. In schools with enrolments of over 30, where all the elementary grades are represented, high school instruction cannot be offered without affecting the

progress of the pupils up to and including Grade VIII. Too frequently, parents and trustees either do not, or will not, recognize this fact; and they make demands on the teacher which are unreasonable, and then expect the support of the Inspector. To them, Grade IX, X, or XI is just another grade, and they fail to see that the amount of work involved in teaching one of these grades is easily the equivalent of that of teaching two, three, or even four junior grades.

One Inspector reports that Grade IX is being taught in 85 per cent. of his one-roomed schools. It is quite evident that this grade is being considered more and more the public school leaving point. The new Course of Study, which aims to correlate the courses in Grades VII, VIII and IX, is likely to strengthen this attitude of the public.

The same influence which has been at work in one-roomed schools has been active in two-roomed schools. The tendency has been to add another grade at the top, with the result that the majority of the latter, according to Inspectors' reports, are now attempting instruction to the end of Grade XI. Too frequently, no effort is made to provide the necessary laboratory equipment for the science subjects. The two-roomed school can be expected to function with reasonable efficiency to the end of Grade X. If an extra grade be added, the teacher is required to carry too heavy a burden, both of preparation for instruction and of instruction itself. The result will be loss of effectiveness in some important phases of his work, with consequent retardation in the progress of the classes, as a whole. It is difficult to see how any plan short of a larger administrative unit can be hoped to solve the question of high school education in rural areas. As long as each local board is forced to solve its own problem, the present situation will persist.

The authorization of high school instruction in the one-roomed rural school must receive careful consideration from the Inspector, as there is generally present in each local situation the question of the educational welfare of a comparatively large group of pupils as opposed to that of a few. Moreover, the liability for payment of fees as between the district and the parent is involved in the Inspector's decision. The following points are all given weight in the consideration before an authorization is granted:

- (1) The experience and qualifications of the teacher.
- (2) The enrolment of the school.
- (3) The number of grades already represented in the school.
- (4) The availability of high school instruction elsewhere.
- (5) The interests of the parents and the pupils desiring the advanced instruction.

One Inspector reports that if the parent wishes to send the pupil to a school where there are better facilities for the teaching of Grade IX, he does not feel that he would be justified in exempting the local board from payment of the usual fees by giving an authorization.

Excerpts—3

Character of Instruction in the Elementary Grades

"Composition is not taught so well as it should be. In this subject, altogether too much emphasis is placed upon written work. The pupils are not trained to speak freely in good English in the Composition lessons or in the other lessons of the school work. In the opinion of your Inspector, Oral Composition, as a lesson in itself and as used in the other subjects of study, should receive much more attention.

"Silent reading is receiving more attention than it formerly did. Some teachers are found making use of standardized tests and actually measuring the ability of the pupils in the various kinds of silent reading. Oral Reading in the Senior Grades still continues to receive more attention than it deserves. In many cases, the Oral Reading lesson is still a hearing of reading rather than a teaching of reading. The Oral Reading in the Junior Grades can be made a much more interesting thing than it is usually found to be. The pupils can be taught to read by thoughts and sentences rather than by words as is too frequently the case. The secret of good teaching in Reading, as in other lessons, is good motivation. If the pupil wishes to read well, or has some definite information that he wishes to convey, he is well on the way to good reading.

"In developing a liking for reading, the teacher is often handicapped by a lack of suitable library books. These ought to be provided in ample numbers so that the pupils may find, in the library of the school, books that appeal to him."

C. H. ROBINSON, M.A., Inspector, Camrose.

"There were two phases of the school work which I found rather weak when I came to this Inspectorate some 16 months ago—written exercise work and Oral Expression. I have given close attention to these during my visits and at conventions, and I believe that there is a marked improvement, but especially is the quality of the written work. I had a rural teacher, who was very successful in the supervision of the written work of her pupils, preserve a complete set of exercise books from all of her pupils. These books I exhibited at the Fall Convention and took them around with me to the schools, showing them to teachers and pupils, thereby setting up a standard to be aimed at."

A. R. GIBSON, M.A., B. Paed., Inspector, Cardston.

"In the main, the skill subjects such as Reading, Writing, Arithmetic and Spelling, were reasonably well taught. The weaknesses discovered were traceable, in most instances, to lack of experience on the part of the teacher. The drill and review elements of the teaching had not been sufficiently stressed to produce that desired accuracy and promptness of response on the part of the pupils.

"I am afraid, however, that one cannot speak so favourably of the work being done in the so called Social Studies, such as Geography, History, Nature and Health topics. Too much of the teaching in these subjects continues to be a mere repetition of pre-digested material in the form of lesson helps.

"I believe, however, that the continuance of this type of teaching is due to a large extent to the lack of library facilities in the schools. It will be a blessed day for Rural Education when some provision is made for both teachers and pupils to have access to a sufficient number of helpful books."

R. H. LIGGETT, B.A., Inspector, Coronation.

"Oral Reading in Junior Grades is also assuming its due importance and the new primary readers are giving good satisfaction. The Grade II Reader is receiving some adverse criticism.

"Subjects grouped as social subjects are not taught as effectively as they should be. There is too much reliance upon text-book and memory procedures, rather than motivation through pupils' experiences, needs and interests, and the application of these to actual life situations. 'The child's own life is the basis of his interests.'

"Interpretation and appreciation are receiving more emphasis in the teaching of Literature.

"Music, which has been deplorably neglected, should be an integral part of the work in every class-room."

W. H. EDWARDS, B.A., Inspector, High River.

"The quality of instruction in school subjects is steadily improving, particularly in History, Geography and the General Science units. The use of magazines, like Pictorial Education and Child Education, has opened new avenues of presentation very much in line with the enterprise and project plan of the new Course. It has imparted considerable vitality to the treatment of such subjects by the pupils. Students exhibit very keen interest in interpreting historical and geographic topics in this manner.

"Some schools have advanced even to the use of the film and radio, e.g., Coaldale, Coalhurst, and Barnwell. The establishment of a circulating branch for films and slides at the Lethbridge Y.M.C.A., by the Department of Extension, has made available for southern schools a vast amount of illustrative material in these subjects.

"With the use of the new readers, a decided improvement is noticeable in the treatment of Literature and Reading. The reaction and response by pupils is very satisfactory."

OWEN WILLIAMS, B.A., Inspector, Lethbridge.

"With the introduction of the new Readers and Manuals, we have been presented with a wonderful opportunity to break away from many of the traditional practices in teaching English and to adopt methods more in harmony with current ideals. With the hope that something tangible may be accomplished in this matter, I have made a special request to all my teachers that they utilize this chance to revise their treatment of both Reading and Literature."

C. C. BREMNER, M.A., Inspector, Macleod.

"The use of the Number Highways Series of Arithmetic texts, and of the new Grade VII Text in Arithmetic, has, I believe, led to an improvement in the succession in which the different processes and topics are introduced, given a reasonable basis and applied in exercise work."

"In History and Geography, the general standard of instruction is improving in proportion to the interest inspired by the teacher in story material, simplification of source material from texts and references and use of illustrative devices. Many projects, in preparation of special work books and class collections, have aided in the development of interest in these subjects."

H. C. SWEET, B.A., Inspector, Medicine Hat.

"Arithmetic, with the help of the new books now generally in use, is taught with greater insight as to the real difficulties of pupils. Certainly the new Grade VII book is a favourite, and at last we are free from long involved problems with the main stress placed on answers. Teachers are gradually being taught to check the processes going on in the child's mind, are limiting the number of questions, and the checking is now more of a directing process. Writing is still far from what it should be in most schools. During the year, I have been stressing the necessity of teaching at points of error, with emphasis on the daily work. The formal lessons are limited to the correcting of individual errors, as revealed by the diagnostic work done by the teacher. It is early yet to judge results, but indications are encouraging."

X. P. CRISPO, M.A., Inspector, Olds.

"I find that some teachers over emphasize the importance of assignments. When such is the case, little thought is given to preparation for desirable lesson teaching, involving valuable oral expression and desirable pupil activity. Too often the assignment topic is suggested with no further logical guidance, and the pupil proceeds to record a series of facts, often of doubtful value. The writing, spelling and English are bad, and the exercises are neither properly supervised nor checked by the teacher. This is not a condemnation of a well supervised assignment, which may well have its place upon the daily programme."

R. J. SCOTT, B.A., Inspector, Oyen.

"Quality of instruction in school subjects, particularly those of the Senior Grades, is, in the majority of schools, far from being what it should be. Inferiority occurs more frequently in the language subjects—Reading, Literature, Composition, Grammar, of Grades from V up; and in Mathematics of Grades from VI up. In most cases, the cause is, I think, the teacher's lack of adequate scholarship for a systematic, thorough-going preparation and mastery of lesson material. Only rarely do I see exposition lessons and demonstration lessons presented in a masterly fashion in the Senior Grades; and, as a rule, the educative process is poorly developed in teachers' attempts at instructional teaching. In the Senior Grades, the technique of good pedagogy depends mainly on the teacher's mastery of the subject matter of the lesson and, if the teacher lacks adequate scholarship for firm intellectual grasp and correct appreciation, the quality of instructional teaching is almost sure to be inferior.

"On the other hand, the educational work of my teachers is usually of remarkably good quality in the Primary and Junior Grades. In those Grades, the subject matter of lessons and assignments is so familiar to the teachers that, usually, satisfactory improvement of the technique of good pedagogy is accomplished readily. In many cases, the teacher in the ungraded school makes up, in the credits received for good educative teaching in the Junior Grades, for the credits lost because of inferior instructional teaching in the Senior Grades."

W. E. HAY, B.Paed., Inspector, Stettler.

"The village and town schools naturally attract and secure the better teachers from the rural schools, with the result that in the urban schools a greater enrichment of the Course is attempted and a better training is offered. In the case of some rural school boards, it cannot be said that efforts have been made to secure teachers who are likely to give the best type of service.

"The development of adequate foundations in all phases of Language, is still the most pressing problem in practically all schools in this area. All teachers are seized with the importance and absolute need of emphasis in these fundamental skills but in a number of cases, teachers lack power in interpretation and in clear and accurate expression."

L. B. YULE, B.A., Inspector, Vegreville.

"My inspections show that teachers are rather seriously handicapped by a lack of such physical equipment as sand tables, construction paper and reference books. However, the boards concerned generally co-operated and with the library from the Department of Extension on hand, the work latterly proceeded more smoothly. I find the teachers enjoying the experience and quite enthusiastic with regard to the possibilities of the new Course. It is quite evident, however, to an Inspector, that such a Course will make immeasurably greater demands upon the teachers for individuality, resourcefulness and adaptability than does the present type of curriculum and many of the teachers at present doing acceptable work may quite possibly fail with the new Course."

LORNE GOOD, B.Sc., Inspector, Wainwright.

"In Senior Arithmetic, too much time is spent by pupils working from the textbooks at their seats. I have been encouraging the teachers to vary the work for them by giving short tests from the board twice a week and by having the pupils do their work frequently at the blackboard instead of at their desks. The new 'Number Highways' have become deservedly popular with both teachers and pupils, and I believe they are assisting in the accomplishment of better work in Intermediate Grades."

JOHN SCOFFIELD, B.A., Inspector, Wetaskiwin.

Character of Instruction in Secondary Grades

"With the exception of the recently organized districts, advanced instruction is demanded in practically every rural district. In many of the newer districts, where there are pupils sufficiently advanced, it is also demanded. The problem cannot be simply put aside by saying that a one-roomed school cannot offer advanced instruction. With regular operation, there is constantly an ever-increasing number of students who complete their Public School Course below the statutory age limit. Even those above 15, have no occupation they can turn to; hence their wishes may not be ignored either. The time has come when advanced education has to be provided to all pupils, rural as well as urban. .

"The one-roomed school can hardly fill the need. With few exceptions, the enrolment is too great to permit of much time being devoted to the Senior students. The chief aim of the one-roomed school is to give instruction in the Elementary Grades. The solution of the problem at present is found in offering advanced instruction but requiring the students to get along as best they can without much actual teaching. The teacher simply supervises the work during the day and occasionally helps the students with their difficulties. What instruction the teacher can give has to be given outside of the regular hours. Only in schools where the enrolment is small and where all the Public School Grades are not represented can time be given for High School Grades on the regular time-table."

H. A. KOSTASH, B.A., Inspector, Athabasca.

"It is rather interesting to note how the teaching of high school work in the ungraded school has gradually increased. A few years ago, in isolated cases, Grade IX was authorized under favourable circumstances. Then school boards, in some cases simply to evade the responsibility for fees, sought the Inspector's authority to teach Grade X. To-day, it is not considered out of the ordinary to request authorization for Grade XI. In many cases, boards are not inclined to accept the Inspector's ruling and only do so after appealing strongly against it.

"During the fall term, advanced instruction was given as follows in one-roomed schools:

1. Number giving instruction in Grade IX.....	36
2. Number giving instruction in Grade X.....	18
3. Number giving instruction in Grade XI.....	4

"I am of the opinion that the teaching of advanced work in ungraded schools has been very much overdone. My experience has been that in schools having an enrolment of 18 or over, the teacher cannot undertake advanced work without, to a more or less degree, neglecting the public school pupils, in whose interests the schools were, in the first place, organized."

J. A. MACGREGOR, B.A., Inspector, Calgary Rural.

"Many teachers of rural schools are giving advanced instruction successfully without neglecting their pupils in the lower Grades. This work proceeds best when the student has initiative and requires, chiefly, direction in his studies and not very much teaching.

"In a number of schools, the pupils appear to be making satisfactory progress with the Departmental Correspondence Courses provided by the district.

"The main trouble that I find is that parents frequently, and trustees in quite a few cases, are not reasonable in their demands for high school instruction in one-roomed schools and request it under unsuitable conditions."

W. E. FRAME, M.A., Inspector, Drumheller.

"The teacher in the one-room school has a problem to deal with to which no satisfactory solution has yet been found. That problem consists in finding within the limits of a school day, time for the adequate teaching of eight Public School Grades and all the subjects prescribed for them.

When to these, are added High School Grades and subjects, the problem becomes increasingly difficult, and the teacher still more incapable of finding for it an adequate solution. In the circumstances, the majority of teachers do surprisingly well. In such schools, however, there is a strong tendency for the teacher to give an undue proportion of her time and attention to the Senior and to more or less neglect the Junior Grades. Of course there is a considerable number of one-room schools in which there are not eight Public School Grades. If the enrolment is not too heavy, say, not above 25 or 30, and one or more Public School Grades is lacking, authorization for instruction to be given to one High School Grade is invariably given on request. Unless there is something demanding special consideration, I am not in favour of authorizing High School instruction in a one-room school in two High School Grades; nor in a school with eight Public School Grades and a heavy enrolment."

J. H. HUTCHISON, B.A., Inspector, West Edmonton.

"The problem of High School instruction in the one-roomed school is a serious one, as not only is such instruction too frequently inferior and restricted to the gaining of bare pass marks in too many subjects with consequently inferior coverages of individual units, but the elementary levels suffer by the forgivable attempts of the teacher to make a good showing in the High School subjects for which she or he is held responsible.

"In schools where there has been High School instruction for several years, notwithstanding heavy elementary loads, the standards of the elementary levels are extremely low. In many of these situations there is simply too much responsibility for one teacher and something must remain undone. At the beginning of the year, the writer succeeded in persuading many districts, either through the boards or through general meetings of all interested persons, to pay for correspondence courses at least to the approximate amount of \$30 tuition; the Skill Consolidated District, No. 58, gave its six Grade IX pupils the choice of Lethbridge tuition or correspondence courses to a like maximum. Milk River Valley Consolidated District, No. 11, relieved its teacher of all High School responsibilities; both of these rooms were extremely heavy in Elementary Grade loads; both provided accommodation for study within the school room. Other districts have followed suit as their needs suggested."

H. A. MACGREGOR, M.Sc., Inspector, Foremost.

"In most instances where the single-room school attempts to give High School instruction, the teacher is handicapped by the fact that there are too many other Grades to be taught. This results in an all-round loss of efficiency. In many instances, too, the teacher lacks the professional equipment necessary, and in practically all instances, she has no previous experience in this type of work. As a result of these factors, the work done in the one-roomed school by High School pupils is of a low standard.

"The two-roomed schools also try to do too much work. In practically every instance, the demand for High School work goes beyond all reason in this type of school. All of them start out to do the work of Grades I to IX, which is an impossible amount of work for one person to cover adequately and, in the next year, I find that another grade has been added."

L. A. THURBER, B.Sc., Inspector, Hanna.

"Instruction in High School Grades, in one roomed schools, is generally unsatisfactory. Either the help given to High School pupils is very superficial, or too much time is taken from the Elementary Grades in order to make a showing in the High School units. In some cases, where the number of Public School Grades is small, fairly satisfactory work is done, but it is mainly a matter of factual instruction, very little effort being made to develop thought, initiative and resourcefulness on the part of the pupils. Only one one-roomed school is offering work in Grades IX and X. In this case, the Grade X students make use of the correspondence courses supplied by the Department. The correction of the exercises is done by the teacher after hours."

T. F. HAMILTON, B.Sc., Inspector, Lamont.

"With rare exceptions, it is futile to expect the pupil who commences High School work in the one-room school to meet with success under the normal plan of a grade's work per year. The qualifications of the teacher, the class-room equipment for teaching and the time available for High School instruction, are in no way comparable to that found in the graded High Schools. For this reason, a special plan has been followed for the past four years or more. It has met with general favour from parents, school officials, teachers and pupils. The pupil entering High School Grades in the rural school looks forward to a four-year course to Grade XI. He takes not more than four or five units per year for the first two years and, during this time, the instruction is given in the one-room school. The teacher is expected to take some responsibility for the success of the work in this number of units, or otherwise reduce the number. The pupil is free to do extra work under the private study plan if he so wishes. At the end of the second year, the full Grade IX programme has been completed and, possibly, one or two units of work from Grade X. In this two-year period, an opportunity has been afforded for a fairly thorough grounding in a reduced volume of work; the pupil has gained experience and initiative in study. And if he then goes on to a graded school to undertake a two-year programme to a Grade XI diploma, he may be expected to conduct himself satisfactorily; if he leaves school, he has at least a little of the broadening influence of High School work, and he has been associated with school activities for two years beyond Public School Leaving."

G. L. WILSON, B.Sc., Inspector, Peace River.

"In this Inspectorate, the policy of former years has been followed—that of giving, as far as possible, and without infringing upon the rights of younger children, pupils who have passed Grade VIII permission to proceed with the higher work in their own school. This necessitates their doing much for themselves under the guidance of the teacher. They may not make the same progress as students in graded schools but they develop effort, resourcefulness, self-confidence and independence.

"There is an ever increasing number of pupils anxious to proceed with the higher work and it is to be hoped that desire may continue to increase. There is less opportunity to make money by leaving school than in former years. Positions are difficult to secure; hence it is well to spend the time as profitably as possible in school.

"The school population is, however, continually increasing, the schools becoming more crowded and, unless more accommodation is made available, the opportunities for pupils to take higher work in rural schools must become less."

W. J. McLEAN, B.A., Inspector, Red Deer.

"The problem of advanced instruction in one-roomed schools is extremely hard to handle. Regulation 10 (b) places in the hands of the trustees of these districts authority to initiate work up to and including Grade XII. There is no definition of conditions under which the boards may do this nor are the boards required to report their action either to the Department or to the Inspector. While the Inspector has, nominally, the authority to veto the action of the boards, it is frequently several months before he is aware of what is being done. Usually, the least efficient teachers are the most eager to undertake advanced work."

H. R. PARKER, B.A., Inspector, Vermilion.

"In the case of High School instruction, where two rooms are in operation, the additional school units taught make thorough, careful instruction as difficult to carry out as the fewer units in many one-roomed schools, especially if the enrolment is heavy.

"Generally speaking, instruction in Science subjects is of a little better quality than in the one-roomed school, the advantage being chiefly due to the better qualifications of the teacher."

G. F. HOLLINSHEAD, B.Sc., Inspector, Barrhead.

"Twenty-seven school districts are operating two rooms in which the First, Second and even the Third Year of the High School Course is carried on. The content of 21 units is too heavy a programme to be satisfactorily covered along with two or three Public School Grades and, considering that the teacher will invariably strive to obtain a high percentage of pass marks at the Departmental examinations, close supervision is necessary to secure a share of attention to the requirements of the elementary grades. It would seem expedient that the supervising authority should be vested with powers of firmer control in these situations than in an advisory capacity. In one of these schools, an attempt has been made to introduce Grade XII teaching incorporating four High School Grades and one Public School Grade under a single teacher. As in the one-room school, some general policy of control is necessary so that efficiency rather than extent in the scope of the work may be made the guiding factor in this type of graded organization."

J. J. LeBLANC, B.A., Inspector, East Edmonton.

"The two-roomed school likewise has similar difficulties but to a lesser extent in the teaching of High School work. Here again, equipment is entirely lacking, or insufficient, although in many cases ingenious teachers have improvised many useful devices. In a number of such schools, where the number of units has been greatly reduced, good work is being done. In other schools, where a large number of units is carried, the objective is examination results rather than the development of mental processes."

L. A. WALKER, B.A., Inspector, Grande Prairie.

"The majority of two-roomed schools are offering instruction in both Grades IX and X. In several, Grade XI is taught, but this practice is generally discouraged because it is felt that a teacher cannot successfully teach three High School Grades along with two to four Elementary Grades.

"The biggest drawback to efficient secondary instruction in these schools is the lack of necessary equipment. In most cases, the students acquire merely a book knowledge, just sufficient to pass the Departmental examinations."

J. L. GIBAULT, B.A., Inspector, St. Paul.

SCHOOL ATTENDANCE

A detailed statement on school attendance, prepared by D. C. McEachern, Chief Attendance Officer, appears elsewhere in this report, and it is only necessary to mention here some of the points which came in for special reference in the reports of the Inspectors.

The year has not been an outstanding one as far as regularity of attendance goes. The best records have been established in the southern part of the Province. The middle and northern sections have been affected more adversely than usual by the following causes:

- (1) Unusually severe weather during the months of January, October and November.
- (2) The threatened epidemic of poliomyelitis, which caused the closing of many schools and which resulted, where schools were not closed, in parents keeping their children at home as a precautionary measure.
- (3) Excessive rains in northern areas, which led to flood conditions and frequently made roads impassable.
- (4) Sporadic epidemics of children's diseases.
- (5) Crop failure due to the August frost, which forced numbers on relief and made it difficult for them to supply their children promptly with proper clothing and footwear.

The tardiness of children appears to be a difficult problem in some

Inspectorates. I am pleased to report that, where deemed necessary, the men in the field are taking steps to counteract the development of bad habits in this respect.

Excerpts—4

Attendance

"In some districts, especially in the new homestead areas, there are a number of children who have to travel long distances, in some cases along mere trails or paths through the timber or over muskegs. During last spring, the unusual flooded conditions of the roads prevented some from attending. Lack of adequate clothing is another factor affecting attendance. Many parents are unable to buy sufficient warm clothing to protect their children from the cold during the winter months or water-proof footwear for the wet season."

G. F. HOLLINSHEAD, B.Sc., Inspector, Barrhead.

"There are two major causes of non-attendance. The first is the lack of clothing and footwear which keeps many away for a period of days or weeks during the colder months. In May, June and September, the principal reason for absence from school is the fact that the older children are kept at home to help with the farm work. This is a very common occurrence in some communities."

J. L. GIBAULT, B.A., Inspector, St. Paul.

"Little difficulty has been experienced in maintaining regularity of attendance throughout the Inspectorate. During the month of September, many parents, in school districts that were in operation, kept their children at home as a precautionary measure against the epidemic of poliomyelitis. Again, the harvest operation enlisted the help of the older members of the family and the Senior Grades were not well attended. During the extremely cold seasons of the year, a lack of suitable and adequate clothing is responsible for the low attendance of children in the newer areas of the division. However, aside from the above noted incidental factors, the schools are well attended and it is a rare occurrence to meet recalcitrants, who oppose the attendance of their children at school. The few investigations conducted revealed that the children had been kept at home through illness or lack of clothing suitable for the period of the year."

J. J. LeBLANC, B.A., Inspector, East Edmonton.

"The severe weather in January, October, and part of November, materially interfered with the attendance of school children. A number of districts in the Wintering Hills area are poorly laid out and the roads are bad. The heavy crops and poor harvesting and threshing weather delayed the work, and the senior pupils, who are nearly always kept out to assist with it, attended poorly during the first part of last term."

W. E. FRAME, M.A., Inspector, Drumheller.

"Attendance has continued quite good except where it has been broken by epidemics. Coleman experienced an outbreak of measles in June and Macleod one of chicken-pox in the autumn. Claresholm and Granum were affected slightly by the scare from poliomyelitis in the early fall. In one case, it was found necessary to serve a warning notice and force the children to go to school."

C. C. BREMNER, M.A., Inspector, Macleod.

"School attendance throughout the Inspectorate is very satisfactory. The average in the rural schools is well over 90 per cent., and during the year 1935, I devoted only five days to attendance work, and three of these were spent in one district.

"I did not find it necessary to instigate prosecutions under The Attendance Act. An interview with the parent either produced a reasonable explanation of the child's inattendance, or resulted in his return to school."

W. H. EDWARDS, B.A., Inspector, High River.

"There are districts, mostly foreign, where habitual tardiness is a greater problem than technical truancy, as the organization of the whole school is affected by a large percentage of pupils arriving at the school at varying times after either session of the day has commenced. These situations have been given considerable attention and satisfactory responses have invariably resulted, latenesses being due to parental delays rather than to serious reasons: the teacher has been directed to remit fortnightly, or monthly statements, in all cases, and in chronic cases, the teacher has been directed to call the roll promptly at the beginning of each session and to make no other records on the page. Improved standards of attainment are the result."

H. A. MACGREGOR, M.Sc., Inspector, Foremost.

F.

SCHOOL FAIRS, MUSICAL FESTIVALS, TEACHERS' CONVENTIONS

Outside of his regular duties as an official of the Department of Education, the Inspector has three other responsibilities to shoulder, wholly or partially, namely, School Fairs, School Festivals, and Teachers' Conventions.

During 1936, School Fairs were held at one or more centres in practically all the Inspectorates of the Province. The total of such fairs held was 74. Judging at these events is a divided responsibility, the officials of the Department of Agriculture assuming responsibility for the strictly farm and garden exhibits, and our Inspectors for exhibits of school work.

It is unfortunate that bad weather and the epidemic of poliomyelitis both interfered with the success of the School Fairs in the central and northern sections of the Province. There is a real educational value in the School Fair when well organized and efficiently managed. It is essential that a false sense of values be not set up in the minds of the children, however. Prizes should be given only when exhibits reach a comparatively high standard, and should be a reward for merit dependent upon genuine and sustained effort. Some exhibits are so inferior that they do not deserve prizes, even if they are the only ones in their class. Making awards to them does more harm to the pupils than good.

The Inspectors regret generally that the withdrawal of Government support for School Fairs has resulted in a flagging of interest in this form of educational effort.

The most popular form of public competition in connection with the schools of the Province has become the Musical Festival, which also includes reading, public speaking, recitation and dramatization. Every Inspectorate is connected in some way with one or more of these contests. Very frequently, Inspectorates are combined for them, at least partially. Eliminations or Sub-Festivals are held in some cases and the winners are brought together for the finals. This form of organization is not winning favour, however, on account of the amount of time which is used up in the effort. The Musical Festival appears to be doing more for the teaching of Music at the present time than any other influence. The reports show that, as a class-room subject, Music is being somewhat neglected.

Many of the Musical Festivals have become large undertakings. The following is the number of entries reported by Inspector Owen Williams in the final competitions in the Lethbridge Festival:

High School Choruses.....	2
City School Choruses.....	6
Town School Choruses.....	7
Village School Choruses.....	4
Rural School Choruses.....	4
Action Songs	12
Dramas	13
Solos	103
Elocution	156
Total.....	<u>307</u>

Inspector Williams further reports that the Festival movement has imparted considerable impetus to choral work in schools. Under the direction of their teachers, pupils in five of his schools attempted rather ambitious operettas as part of their Christmas programme. The performances were of a high standard and reflected credit both on the actors and on the directors.

The chief aim of fall conventions is that of stimulating professional growth among teachers and of broadening their mental outlook. The conventions vary in size from the small institute, where a few teachers meet to discuss common problems, to the large assembly, which brings together the teachers of as many as four Inspectorates. The values derived from the different types of gatherings are not identical. Some Inspectors favour the small institute; others, the large convention. From the evidence I have at hand, it appears that the teachers themselves like to attend the larger conventions.

During the year, institutes or conventions were planned in every Inspectorate. In two or three cases, on account of time lost from the closing of schools due to the epidemic of poliomyelitis, it was decided to cancel the meetings.

Excerpts—5

School Fairs

"Only two School Fairs were held in the Inspectorate this year. One of these was at Peers in School District No. 4117; and the other was at Tomahawk, in School District No. 1870.

"Both School fairs were comparatively well attended; and, despite a slight falling off in the number of schools competing, interest and enthusiasm was on a par with that of former years.

"I am convinced that too much work of an inferior quality is being exhibited at these School Fairs. Teachers have been quite willing to allow pupils to enter all work of a class—the bad as well as the good. An effort is being made in revising the School Fair lists this year to remedy this state of affairs by requiring the teacher to make a selection of the best two of each class and to permit only the two selected to be entered as exhibits. Too often in the past, one school of superior merit has succeeded in carrying off such a large number of the awards that other schools have felt discouraged and have ceased subsequently to compete. Limiting the number of entries from each school to two in a class, and with six awards in each class, it should be possible for at least three schools to reach the prize list in any one class. This, it seems to me, is not only fairer, but should tend to stimulate competition and to keep interest alive among competing schools."

J. H. HUTCHISON, B.A., Inspector, West Edmonton.

"School Fairs were held at the following centres: Foothills, Red Deer Lake and De Winton.

"While the quantity of work exhibited was considerably less than

prevailed in the preceding year, the quality achieved a satisfactory standard.

"In the past two years, there has been much loss of enthusiasm towards the School Fair movement, due, no doubt, to lack of Government support."

W. H. EDWARDS, B.A., Inspector, High River.

Musical Festivals

"The annual Musical Festival for Stettler Inspectorate was held on May 13 and was well attended. There was an increase of entries in each of the twenty different competitions, and the Association was highly complimented by the Judges on the quality of accomplishment for which they had made awards. The Festival is now the 'big event' of the year for the Town and surrounding country."

W. E. HAY, B.Paed., Inspector, Stettler.

"A very successful School Festival was held on May 2nd and 3rd, at Medicine Hat. There were 362 entries in the competition in Music, Elocution and Dramatization. The Medicine Hat Public and Separate Schools, Redcliff, Brooks, Hilda and a considerable number of ungraded schools were fully represented in the competitions. The Festival was marked in improvement in many ways. Notably, in the care in management and arrangements by the very efficient local committee in charge, which represents a group of local public organizations and clubs as well as the teachers of the central part of the Inspectorate. The Adjudicators were Mr. Clifford Higgin of Calgary, Mrs. D. B. Rees of Edmonton, and Mr. William Rea of Lethbridge."

H. C. SWEET, B.A., Inspector, Medicine Hat.

Teachers' Conventions

"Teachers of the Lethbridge Inspectorate joined with those from the Macleod, Cardston, and Foremost Inspectorates in the Fall Convention. In spite of very untimely weather, there was a record attendance.

"All sessions of the group meetings were marked by a good attendance and the teachers showed timely interest in the topics discussed. I believe that the practice of allowing each group to plan its own programme for the Convention is mainly responsible for this change of attitude to group meetings, noticeable during the last two years.

"Reviews on the two divisions of the new Public School Course by teachers experimenting with the same at their home schools were very interesting features of the convention. Subsequent inspections of schools revealed many teachers manifesting an interest in projects and enterprises of the kind outlined in the Programme of Studies."

OWEN WILLIAMS, B.A., Inspector, Lethbridge.

"A Fall Convention was held at Red Deer with 121 teachers in attendance. Teachers consider these local Conventions to be of more real value than the Provincial Convention held at Easter. I am of the opinion that there is not enough teacher participation, even at these small Conventions. They should not be discontinued, however, until such time as smaller ones are organized to take their place."

W. J. McLEAN, B.A., Inspector, Red Deer.

"Due to boundary alterations in the Oyen and Hanna Inspectorates, a vote of the teachers of the Oyen Inspectorate was taken early in the Fall Term to determine the nature and place of the Fall Convention. A ballot was mailed to each teacher stating three options as follows:—1. To continue the Joint Convention meeting at Hanna as in previous years. 2. To hold a convention for the teachers of the Oyen Inspectorate only, at some central point. 3. To hold a series of one-day institutes at convenient points.

The teachers voted by a considerable majority to continue the Joint Convention, and, accordingly, the teachers of both Inspectorates met at Hanna for a two-day convention on November 7th and 8th.

"Despite severe weather conditions, the Convention was an unqualified success. Demonstrations and explanations of the proposed new programme for Elementary Schools and guidance in the use of the New Readers were featured. In this respect, Miss Fisher and Mr. Loucks gave the teachers valuable information. The Venerable Archdeacon Swanson, of Calgary, was the banquet speaker, and his address, being both inspirational and humorous, was much appreciated."

R. J. SCOTT, B.A., Inspector, Oyen.

"About 100 teachers were present at the November Convention and interesting and instructive talks were given by the speakers. A. L. Doucette's talk on Geography teaching was very helpful."

H. R. PARKER, B.A., Inspector, Vermilion.

G.

THE INSPECTOR AS ADMINISTRATOR

Besides his many other onerous duties, the Inspector is required to act as the Official Trustee of those districts where, from one or more causes, it is not found possible to secure a board that will manage the affairs of the school efficiently. The total number of all official trusteeships numbers 169, making an average of six for each Inspector. The largest number assigned to one man is 30. There are several Inspectorates in which there are none. The depopulated areas of the Province are naturally those in which the most Official Trusteeships are to be found.

It is always the policy of the Department to have a local board administer the affairs of a district, if possible. The appointment of an official trustee is invariably a last resort, and this step is only taken when local management fails. The following list enumerates the causes which act singly or combine to make necessary the appointment of Inspectors or other officials as trustees:

- (1) Depopulation of school districts.
- (2) Too few residents with the necessary qualifications to secure a full board.
- (3) Financial difficulties of districts.
- (4) Factional strife which prevents efficient management of school affairs.
- (5) Desire of districts, themselves, for Government control.
- (6) The need, in certain newly established districts, of prompt action to secure school facilities.

The trusteeships imposing the heaviest load on Inspectors are those of Turner Valley, the Municipality of Cochrane, and the Berry Creek Consolidation. The Inspectors in charge are, respectively, J. A. MacGregor of Calgary, A. R. Gibson of Cardston, and L. A. Thurber of Hanna. These three officials are obliged to give a great deal of time to their administrative duties and must necessarily travel long distances in attending to them. There are approximately four school districts in the Turner Valley Consolidation, with a total of 20 Elementary and High School class rooms. In the Municipality of Cochrane, there are five school districts, with a total of 14 class rooms. The original sixty-seven schools in the Berry Creek Consolidation have been greatly reduced in number, the number of rooms in the area being now 23. The amount of detailed work which was required to bring about this necessary re-organization was very great.

*Excerpts—6**Official Trusteeship*

"This type of work occupied less time and attention than had been the case in 1934, when the number of my Official Trustees had reached 42. At the commencement of 1935, I was Official Trustee of 30 school districts. In February, four of these were transferred to Inspector H. A. MacGregor of the Foremost Inspectorate and in July, five consolidated districts were also transferred to his charge. At annual meetings held early in the year, the election of two boards of trustees were secured. In December, two of the districts of which I had been Official Trustee were disorganized, following sale of their school buildings and property. With these reductions, the number of Official Trusteeships at the end of the year, remained at 20."

H. C. SWEET, B.A., Inspector, Medicine Hat.

"Fifteen districts in this division are under the management of the Inspector as Official Trustee. Eleven are operating under teachers, three under Section 131, and one is an abandoned district.

"Fourteen of these districts were placed under an Official Trustee due to the reluctance of electors in securing their citizenship papers. Five Hutterite Colonies belong to this class.

"Two districts reverted to the Official Trustee because of financial difficulties, viz., Diamond City and Twelve Mile Coulee. At the end of the year, the former will have a balance of over \$1,200 to its credit, but it will take at least two years to secure a sound financial basis for the latter.

"A total of 70 days was devoted to problems connected with these schools. For the most part, such work included the purely administrative duties falling to the lot of the trustees; but this year, considerable time had to be devoted to repairing, remodelling, and moving to new sites, schools and residences belonging to the districts. In the organization of the three new Hutterite district, the Official Trustee was required to make all provision for the educational facilities to be extended to the children residing in these Colonies; i.e., purchasing equipment and furniture, and securing a teacher for the school."

OWEN WILLIAMS, B.A., Inspector, Lethbridge.

"At the present time, I am Official Trustee of four districts, three within the Inspectorate and the fourth, Turner Valley, outside. While the first three take only a limited amount of time, the Turner Valley Trusteeship encroaches, to a considerable extent, on the time which otherwise could be devoted to Inspection work. This district, which in reality, is an amalgamation of four districts, for administration purposes, affords more diversification in education, than is obtainable at any other point in the Province, outside the cities of Calgary and Edmonton. During the present year, two new services have been added, namely Home Economics for the girls and Manual Arts for the boys. A fully modern laboratory has been provided for the former and a work shop, equipped both for wood and metal work, for the latter. Fully qualified instructors have been engaged and the services became available at the beginning of the fall term. Instruction in these new departments is available, not only to the High School pupils, but also to the boys and girls in Grades VII and VIII throughout the district, who are conveyed to and from the centre. In addition to the above, there is also afforded a complete four years' High School training, a Commercial course and two units in Music, the latter two services being in the hands of fully qualified instructors."

J. A. MACGREGOR, B.A., Inspector, Calgary Rural.

"There are 18 Official Trusteeships in the Cardston Inspectorate and a great deal of time, which should be spent on supervision, is lost through having to attend to these. Twenty-six days were given to this work last year.

"Ten of the districts are Hutterite Colonies and the three secretaries employed understand their duties thoroughly, so that, apart from periodic

conferences with these secretaries, their claim on the Official Trustee's time is not serious. One Official Trusteeship concerns a district which only requires a distribution of the funds on hand before dis-organization can be effected. Two other districts are in charge of an efficient secretary.

"The Trusteeship of the five districts in the Municipal District of Cochrane presents a problem of a very different nature. The Municipal District owes the bank about \$49,000 on account of earlier borrowings; the districts owe over \$4,000 on past-due debentures and interest; and there are still outstanding liabilities of various kinds of \$4,500. The Government guaranteed a loan in June which enabled me to pay, allowing for earned grants, all of the past-due teachers' salaries, and further guaranteed loans have permitted the continued operation of the schools to date.

"The boards, which ceased to function in June, have been consulted as to the operation of the schools, and I propose to ask the electors, at the annual meetings, to elect one of their number to consult with me during the coming year. By this means, I hope to give the people an opportunity of expressing their wishes in regard to the functioning of their schools.

"The outstanding liabilities to which I have referred are a continual source of worry. Many letters have to be written to these creditors, although they have all been circularized and the situation fully explained to them. Some policy should be adopted with regard to these debts."

A. R. GIBSON, M.A., Inspector, Cardston.

"There are seven Official Trusteeships in the Hanna Inspectorate at present. One of these, the Berry Creek School District No. 4617, originally consisted of 67 districts. In many respects, these Official Trusteeships are the most onerous of the Inspector's duties. They are taken over, as a rule, when a local board can no longer function because of friction or financial difficulty. Unless the Inspector is a financial wizard and has the guile of a serpent, he is in a difficult position. I seriously question if an Inspector of Schools is the proper person to administer such districts. Many times drastic action has to be taken with these cases. This sometimes makes it difficult to meet the people of the district on a proper footing when a board is again functioning.

"The Berry Creek Official Trusteeship functioned satisfactorily during the year. A few minor complaints were settled in a satisfactory manner.

"We closed up one room and are now operating with 22 teachers."

L. A. THURBER, B.Sc., Inspector, Hanna.

H.

1.—SPECIAL FEATURES OF 1935

There is general agreement among the Inspectors in the northern areas of the Province that conditions during 1935 have been the most difficult we have experienced for years. The districts which have recently been settled, have naturally suffered the greatest hardship. In spite of their discouragement, however, the pioneers of these new settlements are determined to carry on and are making every effort to organize, erect buildings, and otherwise secure educational facilities for their children.

Several Inspectors report campaigns which they have undertaken to improve buildings and grounds and secure library facilities for their schools. In spite of economic conditions, school boards have been able, in many districts, to find the necessary funds for painting schools, re-decorating them, adding playground equipment and planting trees and shrubs. In some cases, the trustees have been able to add Manual Training, Domestic Science and Music, under a Special Supervisor, to the courses already being offered in their schools.

General interest has been shown by the teachers and the public gener-

ally in the proposed new Course of Study which is being tried in 50 or 60 schools of the Province by a specially selected group of teachers. The reactions which have been reported by the men in the field, have been favourable, little cause having been found for criticism. The information which is being disseminated in regard to the aims of the new Course and the best methods of realizing them will greatly facilitate its introduction when it is finally approved.

2.—SUGGESTIONS FOR 1936

The reports of the Inspectors contain various suggestions for improvement in the administration of Education and related matters. The most common of these suggestions is that for the larger administrative unit, which appears to have possibilities for solving more of our educational problems than any other proposed reform. Some Inspectors complain that our methods of collecting arrears of taxes in districts which make their own levies are too complicated and are not productive of good results. They would like to see a simpler and more direct system and one that would eliminate the delays in making the proceeds of collections available to school boards.

Below are enumerated a number of the more important suggestions of the individual Inspectors, gleaned from their experience in the field:

1. The Departments of Education and Municipal Affairs should co-operate as closely as possible in the collection of arrears of taxes in districts which are not situated in organized municipalities.

2. School treasurers should be permitted to submit to the Department of Municipal Affairs duly signed lists of collections of arrears, and retain the moneys which are now forwarded to that Department and which have later to be returned.

3. Definite steps should be taken to encourage trustees to make the necessary additions to their school libraries by setting aside a portion of the grant for this purpose.

4. Every school should be required to have additional supplementary readers for the Courses in Elementary Science, History and Citizenship.

5. Teachers, as formerly, should be required to make attendance returns monthly.

6. The board of a two-roomed school should not be permitted to institute instruction in the senior room of its school, in more than two High School Grades, except on the authority of an Inspector of Schools.

7. The Inspector should be directed to devote the major part of his time to supervising the work of the inexperienced and weaker teachers and to consolidate the findings of his three or four supervisory visits into one report for the year.

8. Lands that have reverted to the municipality and are non-revenue-bearing, should not be included in the assessed valuation of school districts when determining the amount of grant payable under Section 26a of The School Grants Act.

9. In the case of school districts in newly settled areas, the restrictions imposed by subsections (6) and (7) of section 26a of The School Grants Act should be lifted for the first two years after the district's organization in order to facilitate the operation of the school and to ease the burden of taxation until the ratepayers are in a position to secure more revenue from their lands.

10. Grade IX should be fused with the Elementary Grades and be considered a part of the Public School Course.

11. One-roomed High Schools should be organized in the smaller village districts, in order to relieve the shortage of accommodation for High School students in the surrounding rural districts.

12. Regulation 10 (b) should be amended so as to fix a definite limit on the grades of advanced work which a one-roomed school may undertake.

REPORT OF ATTENDANCE BRANCH

D. C. McEACHERN, *Chief Attendance Officer*

ATTENDANCE

During the year 1935, the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 3,218. In 2,482 cases, children were returned to school following these letters. In 68 cases, children had removed from the district. In 43 cases, sickness was the cause of absence, while in 12 cases, the children were over age and, in one case, the child was under age. In 11 cases, the schools were closed, thus making it impossible for the children to return. In four cases, the children were exempted for work while in 59 cases, poverty was the cause of absence. In 11 cases, road conditions were such as to excuse the children and, in four cases, the distance was such as to excuse the children, while in 15 cases, the weather compelled the children to remain out of school. In four cases, the children were living outside the bounds of the school district and, in one case, there was insufficient accommodation in the school. In two cases, the children had passed the Grade VIII examinations and Grade IX was not taught in the school of the district in which they resided, while in three cases the children were exempted from the Departmental examinations in June. In three cases, the child had been expelled and, in two cases, the child was mentally deficient, while in five cases, instruction was being given at home. One hundred and sixty-five cases required further attention and in 317 cases, reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 639. In 437 cases, the children returned to school within the time limit specified. In 18 cases, the children had removed from the district. In eight cases, the children were sick and unable to return within the time limit. In 10 cases, the children were over the compulsory attendance age. In three cases, certificates of exemption had been granted for work at home. In two cases, the school was closed, thus making it impossible for the children to return. In 14 cases, absence was due to poverty. In four cases, road conditions were such as to excuse the children and in three cases, the weather prevented attendance. In three cases, the children were mentally deficient and, in one case, the child had died. Eighty-three cases are still under observation and in 41 additional cases, reports had not been received.

There were 58 cases referred to School Inspectors for investigation and prosecution. After investigation, five prosecutions were instituted, resulting in four convictions and one adjournment. The Inspectors' reports following their investigations showed that sickness and poverty caused the absence of children in two cases, while in one case, the child had attained the age of 15, and in two cases the children were nearly 15. In one case the child had been exempted under the provisions of The School Attendance Act, and in two cases the children were working but had not been exempted. In one case, the child had played truant and in another case, the parent had no control over the child. In one case, the Inspector authorized the parent to teach the child at home. In 40 cases up to December 31st, 1935, the Inspectors' final reports had not been received.

In the city and town schools, The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that, during the year, there were 188 final "Warning Notices" issued by the attendance officers, resulting in 13 prosecutions, 11 convictions and two dismissals. The total number of work certificates granted in towns and cities during the year, is shown by the reports to have been 177.

The average monthly percentage of attendance for the year ended June 30th, 1935, was 88.46. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 92.34 and, in the preceding year, was 93.53. Returns from town, village, and rural schools, show that of the pupils enrolled, 67.99 attended more than 160 days. For the previous year, the corresponding percentage was 72.18.

The number of pupils enrolled in all grades during the year ended June 30th, 1935, was 167,954, while for the preceding year, it was 172,040, a decrease of 4,086. In 1934, the percentages of enrolment are shown to have been 82.42 in the Elementary Grades and 17.58 in the Secondary Grades; while for 1935, the percentage of enrolment in the Elementary Grades is given as 82.94 and in the Secondary Grades, as 17.06.

OPERATION

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining districts. Agreements for joint operation were made and approved to provide for the education of the children of 166 school districts, while in the case of four districts, the arrangement made had not received approval at the end of the year.

In 27 school districts, there were no children to be provided for and no liabilities to be met, consequently, these districts have been, during the year, under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 27 school districts, there were no children of school age to be provided for, but, because of liabilities, these districts have not been placed under The Educational Tax Act. Two school districts were disorganized during the year 1935, while, in the case of one school district, we received no information regarding operation of a school. In 12 districts, there was no building and in one district, no provision was made for the children, but lessons were provided for these children by the Correspondence School of the Department.

Fifty-two new school districts were organized during the year, 12 of which operated schools before the end of the year and one provided for the education of the children by joint operation under Section 131 of The School Act, while in 39 districts no buildings were available and no provision made up to the end of 1935.

The following table will indicate comparison between conditions during the year ended June 30th, 1934, and that which ended June 30th, 1935. It reveals the fact that the average monthly percentage of attendance shows a decrease of 1.72 per cent. from the preceding year, the average monthly percentage being 88.46. The percentage of schools which operated more than 160 days shows a decrease of .65 per cent. from that of 1934, the

percentage being 96.55. Out of a total of 3,449 schools which operated during the year, 3,330 operated more than 160 days.

	1934	1935
Total enrolment of pupils.....	172,040	167,954
Number of School Districts operating.....	3,428	3,449
Number of rooms operating.....	5,782	5,815
Warning notices issued (in other than town districts).....	530	639
Prosecutions	6	5
Convictions	5	4
Average monthly percentage of attendance.....	90.18	88.46
Percentage of total enrolment in High School grades.....	17.58	17.06
Percentage of schools in operation which operated more than 160 days	97.25	96.55

REPORT OF THE SCHOOL-BOOK BRANCH

W. H. NOBLE, *Manager*

There has been a further decline in the sale of text-books during the past year and it is estimated that more than 35 per cent. of all books used by Public and High School students were second-hand copies. The total retail value of new books sold was approximately 40 per cent. less than five years ago, although the enrolment shows a considerable increase. Booksellers handling used texts report that their sales show a considerable increase each year, due, in part, to the few changes in texts during the past ten years, combined with the scarcity of funds with which to buy new books.

This Branch of the Public Service is run on a strictly commercial basis and is entirely self-supporting, meeting, out of profits, all costs of operation, such as salaries of staff, rent, insurance, interest on capital invested by the Provincial Government and sundry expenses. The object of the Branch is to sell as cheaply as possible and maintain a standard price all over the Province. The Government has no desire that this school-book business shall be a revenue-producing agency; only that profit and operating expenses shall break even.

The financial portion of this report is based on the Provincial Auditor's statement of April 1st, 1935, which appears in the Public Accounts of the Province.

The gross business for the twelve months from April 1st, 1934 to March 31st, 1935, was \$106,793.49, derived from the sale of text-books, books for school libraries and reference books for teachers. All text-books prescribed for students in the Public and High Schools, Commercial Schools, Technical High Schools and Normal Schools are at all time available and the distribution in the main is through approximately 300 book sellers scattered throughout the Province. A very pleasant relationship exists between this office and the school-book dealer, mainly for these reasons: (1) the dealer is amply protected by the arrangement whereby he may return unsold stock; (2) he is assured prompt and intelligent service on the part of the Branch.

In the purchasing of text-books, the Department's policy is to obtain the books from publishers in the Dominion and, at the moment, approximately 93 per cent. of our text-books are printed and published in Canada. The balance of 7 per cent. is supplied by Great Britain and the United States. This small percentage of importations is made up of books not available from Canadian publishers, such as "World History," "German Reading" and "History of Literature". In the very near future, all text-books will be of Canadian origin.

Owing to our reduced sales last year, our expenditures on text-books amounted to \$75,000.00, and the number of copies, assorted, required to complete our stock was 160,000 volumes.

The following is a summary of the retail sales by Grades:

ELEMENTARY SCHOOLS		
	Volumes	Retail Value
Grade IV	25,463	\$ 7,720.20
Grade V	22,147	9,544.65
Grade VI	12,083	9,555.30
Grades VII and VIII	15,879	9,459.75
Supplementary Readers	7,032	3,825.75
	<u>82,604</u>	<u>\$40,105.65</u>

The above indicates that students in Grades I to VIII, purchased new copies of authorized text-books and supplementary readers to the extent of 82,604 books, assorted, at a retail value of \$40,105.65.

SECONDARY SCHOOLS		
%	Volumes	Retail Value
Grade IX	24,979	\$16,823.90
Grade X	12,420	8,861.55
Grade XI	16,162	9,464.50
Grade XII	16,493	16,823.20
	<u>70,054</u>	<u>\$51,973.15</u>

In the Secondary Schools, 70,054 new copies of authorized text-books were required at a retail value of \$51,973.15. The sale of school dictionaries, English, French and German, amounted to 4,912 copies, assorted, at a retail value of \$2,315.30. The Commercial High Schools accounted for the sale of \$7,344.60 worth of text-books, assorted, the number of volumes being 7,563. This section of our business showed a decrease on the former year of nearly 30 per cent., although the enrolment was greater than the previous year. This is explained in some manner by the fact that used copies were available, in some instances, for the first time.

Technical High School students purchased 1,130 text-books, assorted, at a retail value of \$1,405.25. Students at the two Normal Schools required prescribed text-books amounting to 808 volumes, assorted, having a retail value of \$1,232.25.

Pupils studying in the various phases of our educational system were required to purchase new copies of text-books to the extent of 167,071 volumes, and the expenditures by the public, figured at the retail price, amounted to \$104,376.20.

Each year, this Branch issues a catalogue which covers a carefully selected list of supplementary readers, reference books on all school subjects, and the latest helps suitable for the teacher or student, such as are rarely found in the average book store.

Our Mail Order Department shows a steady growth. Practically all educational institutions in the Province, such as the School of Technology and Art, Agricultural Schools, Private Schools and Colleges, Summer School for Teachers, Dominion Department of Public Printing and Stationery (for the use of Indian Schools under its jurisdiction) and many others, have found it to their advantage to procure their books through this Branch.

Last year, this Branch entered upon a new venture in the field of Music. The directors of the Central Alberta Musical Festival Association sought assistance through this office in having available all music recommended by the Association, as the schools had experienced difficulty, in former

years, in obtaining the necessary material. Their request was complied with, and apparently has proven satisfactory to them.

Advantage is taken of Teachers' Conventions in all parts of the Province to display samples of books we carry in stock, and in this way, valuable contacts are made with the teachers. It is the policy of the Branch to have available at all times, such books as are recommended in the various curricula.

DISTRIBUTION OF FREE SCHOOL TEXTS

As it was the intention of the Government to authorize an entirely new series of readers in the near future, teachers were instructed to conserve their present supply of the Canadian Readers Series so as to eliminate unnecessary expenditure in reprinting the old edition. As a result of this policy, our total distribution was only 20,293 copies, assorted, these being required in the first six Grades to replace worn out books, or for incoming students. This quantity represented approximately 20 per cent. of the average distribution of past years.

REPORT OF SCHOOL BUILDINGS BRANCH

H. KINGHAM, *Building Supervisor*

There has been a general increase over 1934, both in the value of school building work and in the number of contracts. The increase in value is \$8,963.56, and the increase in jobs is 16. Owing to the difficulty in financing, a large number of districts carried out repairs and alterations, instead of erecting new buildings as desired.

Approved building projects, including new buildings, repairs and renewals, additions, barns, residences, etc., during 1935, were as follows:

STANDARD DEPARTMENTAL PLANS

	Quantity	Cost
Erected by voluntary effort, with in most cases a special grant of \$150.00:		
Log plans	32	....
Frame plans	4	....
Residences, barns, etc.....	5	....
Erected by voluntary effort with partial capital expenditure:		
Log plans	1	\$ 35.00
Frame plans	2	899.06
Residences, barns, etc.....	6	482.30
Erected by regular contract:		
One-room schools:		
SN-1, non-basement, low-cost frame design.....	1	1,100.00
SE-3, non-basement, low-cost frame design.....	6	5,817.91
SW-5, non-basement, low-cost frame design.....	3	2,864.20
SS-7, non-basement, low-cost frame design.....	1	800.00
CE-7, non-basement, frame.....	1	1,450.00
CE-8, full basement, stucco.....	1	2,250.00
CN-22, full basement, stucco.....	1	2,960.00
Five-room schools:		
FN-8, full basement, stucco.....	1	13,888.00

SPECIAL DEPARTMENTAL PLANS

	Quantity	Cost
Erected by regular contract:		
One-room schools:		
Non-basement, frame	2	\$ 2,439.94
Part basement, stucco.....	2	2,948.00
One-room additions, frame.....	6	6,217.97
Other additions	22	10,491.87
Repairs and renovations.....	10	3,032.60
Residences	8	3,634.40
Barns, etc.	3	705.00

PLANS PREPARED OUTSIDE DEPARTMENT

	Quantity	Cost
Two-room, full basement, stucco.....	4	\$18,970.65
Large addition	1	8,850.00

SUMMARY

School Buildings destroyed by fire.....	9
Buildings erected by voluntary effort.....	41

	Quantity	Total Cost
Schools erected partly by voluntary effort.....	9	\$ 1,416.36
One-room schools built by regular contract.....	18	23,130.05
Two-room schools built by regular contract.....	4	18,970.65
Large schools built by regular contract.....	1	13,888.00
Additions, repairs, etc.....	39	28,592.44
Residences, barns, etc.....	11	4,339.40
Totals.....	82	\$90,336.90

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION AND PRINCIPAL OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

(W. G. CARPENTER)

The year 1934-35 has been an interesting year in the development of activity education in the Province of Alberta. There has been a remarkable change in the attitude of the general public towards education through activity. The Technical High Schools have been increasing their prestige and consolidating their position in the general educational system of the Province. It is now recognized that to get a diploma through the Technical School route, requires an intelligence, and an application, that is not inferior to that required for an academic diploma. It has taken time to attain this status, and the Technical Schools have had to demonstrate what they could do. By holding to high standards, and by maintaining devoted teachers who, in nearly every case, have taken special courses during the summer vacation and are intensely interested in giving their programmes a thorough tryout, real progress has been made, which is bringing satisfaction to all concerned. The experiments in the technical schools have been excellent demonstrations to those in the academic schools and the influence of the former on the programmes of the latter is becoming conspicuous. In Calgary, for instance, out of about 1,300 Grade VIII students coming up to the seven High Schools available to them in September, 385 have expressed a desire to enroll in the Technical School. In Edmonton, there is a corresponding evidence of interest.

The outstanding interest of the year has been the study given to the re-organization of the programme of studies for Secondary Schools. A more intimate relation with active life is sought in the schools. The general course will be made more interesting and more acceptable and it will tie in more closely with the Academic, the Commercial and the Technical Courses. Liberal provision is being considered for the inclusion of practical shop subjects in all the Courses. The availability of efficient power-using equipment at small cost is making it possible to have suitable equipment installed more generally.

Because of this general shift in policy, the regular four-year Commercial Course will shrink to a three-year Course. Alberta has had a rather interesting experience in Commercial education in small towns. Several of

the smaller town school boards have been conscious of the limitations of the regular Academic Courses in satisfying the requirements of young people competing for employment. While many boards have been interested in organizing shop courses, the expense under prevailing economic conditions has been a difficulty. It has been cheaper to set up a Commercial programme; and this has been done in Turner Valley, Nanton, Ponoka, Lacombe, Vegreville, Edson and Wetaskiwin. In towns like these there are many young people with regular High School diplomas who have been unable to secure employment. They have been wandering about idle, waiting for something to do. By means of a Commercial programme an additional year is provided at school with utilitarian subjects of study; and in each of these places, from 20 to 30 young people, with excellent Academic background, have returned to these classes. When times improve, these classes may cease to attract pupils, but the typing equipment provided will then be available for the teaching of Typewriting in the Intermediate School, for which provision has been made as well as for Junior General Business. These Commercial Schools in the smaller towns have been functioning in a splendid manner.

In the fall of 1934, new Commercial Classes were organized in Ponoka, Nanton and Medicine Hat. Lethbridge also launched a new Technical High School organization. In the fall of 1935, Lacombe and Wetaskiwin opened new Commercial departments, and Cardston and Turner Valley installed new shop equipment. Other districts are planning to organize, and the immediate future looks interesting. The tables attached give the statistical record for the year.

(See Tables, Nos. 1 and 2.)

Because of the interest in the Shop Courses to be introduced in 1936, two of the smaller towns anticipated the introductory year by organizing for Shop Courses to begin in the fall of 1935. With small machines for wood-working and for metal-working, made available at reasonable prices and driven with power from an electric light circuit, or with a small gas engine or a foot motor, a splendid equipment may be secured for a small outlay of money. Cardston and Turner Valley are equipping shops for boys, and for girls, and will offer Courses beginning September, 1935. Because of this developing interest, a special Summer Shop Course programme was offered at the Institute of Technology and Art this summer, at which there were 29 teachers in attendance. A general change is under way governing the qualifications of teachers of Shop subjects.

The Provincial Institute of Technology and Art at Calgary has had a successful year. There has not been any great increase in the enrolment. The hard times prevent young people from coming in large numbers, as they came in 1929. There has not been any curtailment in programme during the year. The Art Department has had a conspicuously good year with increased enrolment. A Summer School in Sketching and Painting was organized for a three weeks' period at Banff, with an enrolment of 29. Plans are being laid for an increase in the Applied Art facilities in the coming year, and a new instructor in Applied Art is being engaged from London, England. The Geology and Prospecting Department trebled its enrolment during the year. The Aviation Course attracted a large class of first year students who had a very successful year. Because of an insistent demand, plans are under way to introduce a practical Course on the Diesel engine during the coming winter. Prospects for a good year are bright.

The enrolment for the Classes in the Technical Institute in October caused a little concern. The weather was so favourable and much-desired jobs available to such a degree, that students delayed enrolling. Not until November did the nature of the year reveal itself and the heavy enrolment materialize. In January, 1936, there were 606 persons enrolled, of which 273 reported their homes to be in Calgary, 291 were Alberta residents outside of Calgary, and the 42 from other provinces were distributed as follows: Saskatchewan, 20; British Columbia, 18; Manitoba, 2; Ontario, 1; and Nova Scotia, 1. This is an increase of 32 per cent. over the enrolment at the corresponding date in the previous year.

The Correspondence Department is showing an increase. A particularly fine service is being rendered steam engineers and mine officials through this Department under Mr. Alex Higgins. This service is distributed among 93 taking Steam Courses, 60 taking Mining Courses, and 11 in Preliminary Mathematics. To date, 770 persons have received instructional service from the Technical Institute, as compared with an aggregate for the whole previous year of 690.

During the past winter, the Institute of Technology and Art organized a programme of studies for the unemployed in the relief camps in the Province. In all, nine camps were served. A Supervisor was appointed, who visited the camps, and in co-operation with the camp management, selected teachers from among the camp personnel and assisted them in setting up classes and conducting their programme. In all, 114 men took instruction in English for the non-English and 176 in Elementary School subjects. Correspondence Courses were also offered in ten subjects, the Province of British Columbia co-operating by an exchange of Courses. The enrolment in these Courses was 80. Plans are being made for continuing this service during the coming winter and High School subjects will be added to the programme of studies. The camp authorities will erect huts to serve as school headquarters.

TABLE No. 2—SUMMARIZED STATEMENT OF ATTENDANCE AND TEACHERS IN EVENING VOCATIONAL CLASSES
FOR PERIOD JULY 1, 1934, TO JUNE 30, 1935

Municipality or School District	Number of Classes	Enrolment All Classes	Total Student Hours (by clock)	Number of Individuals Enrolled			Teachers		
				Male	Female	Total	Male	Female	Total
Edmonton S. D. No. 7.....	8	358	12,520	204	154	358	15	3	18
Calgary S. D. No. 19.....	20	273	8,900	141	132	273	10	2	12
Medicine Hat S. D. No. 76.....	2	48	2,366	35	13	48	1	1	2
Blairmore S. D. No. 628.....	1	11	1,088	11	..	11	1	..	1
Bellevue S. D. No. 1336.....	2	63	8,904	50	13	63	2	1	3
Drumheller S. D. No. 2472.....	2	29	1,750	29	..	29	2	..	2
Nacmehne S. D. No. 3771.....	1	21	1,542	21	..	21	1	..	1
East Coulee S. D. No. 4396.....	1	16	936	16	..	16	1	..	1
Relief Camps	9	290	19,822	290	..	290	10	..	10
	46	1,109	57,828	797	312	1,109	42	7	49

There were 224 enrolments in Correspondence Courses issued in 13 subjects; 89 in Steam Engineering (4 courses); 43 in Coal-Mining (3 courses); 21 in Electricity; 23 in Geology and Prospecting; 1 in Mathematics; 7 in Drafting; 21 in Automobile Mechanics; and 30 in Building Construction.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts and official auditors:

In 5,815 rooms or departments of 3,449 school districts, the enrolment was 167,954 in the year 1935. Of this enrolment, 54,696 were in the rooms of 59 city and town schools, 5,910 in 18 separate school districts, and 40,533 in the rooms of other graded schools, as compared with 55,413 in city and town schools, 5,760 in separate schools, and 44,412 in other graded schools in 1934. There were 7,044 pupils in 224 rooms in 62 consolidations. The number of pupils in rural graded schools in 1935 was 17,284. There were 66,815 pupils in 2,934 one-room schools.

The number of Secondary Grade rooms, including Commercial and Technical, was 685, being an increase of 22 over the previous year. The number of rooms in graded schools in which both Elementary and Secondary Grade work was conducted, was 323, being an increase of eight over last year.

During the year, 96.55 per cent. of the schools in operation operated over 160 days, and the average number of days the schools were in operation was 184.61. The average monthly percentage of attendance was 88.46 per cent. of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60
1929-1930.....	16.25	12.66	28.79
1930-1931.....	15.13	14.38	30.56
1931-1932.....	14.01	16.53	32.42
1932-1933.....	13.49	17.13	33.61
1933-1934.....	13.42	17.58	34.56
1934-1935.....	13.61	17.06	34.76

The percentage of pupils enrolled in Grade I in the year 1935 increased .21 per cent. over that of the previous year, while the percentage of pupils from Grades VII to XII has increased .2 per cent. The percentage of enrolment of Secondary Grade pupils compares favourably with that of the other provinces of Canada.

The percentage distribution, by Grades, of pupils leaving school at the age of 15 years since 1919 is as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920.....	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	..
1921-1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.51	.02
1922-1923.....	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924.....	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925.....	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926.....	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927.....	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928.....	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929.....	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930.....	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931.....	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	6.98	1.79	.09
1931-1932.....	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933.....	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934.....	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935.....	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
Average for 17 yrs.	.49	.63	1.52	3.11	6.80	10.98	20.01	32.71	14.82	6.39	2.17	.36

The average number of days in operation in ungraded schools was 189.44 days, and in graded schools, 193.82 days. The policy of paying assessment grants in advance has undoubtedly assisted in the operation of ungraded schools. In the ungraded schools, pupils attended on an average 144.58 days, and in graded schools, 162.5 days. The cost of operation, per pupil, per day, in 1935, was .337c. In 1925 the cost was .432c per day—a decrease of 22 per cent. In the same years, the percentage proportionate of total attendance to average attendance has increased from 72.99 in 1925 to 81.27 in 1935, an increase of 12.6 per cent. It is evident, therefore, that there are other reasons than improved attendance for the drop in the cost of education. An important factor in this decrease is the general lowering of teachers' salaries.

In the year 1934, there were 5,782 rooms in operation and 5,912 teachers employed, while in 1935, there were 5,815 rooms in operation and 5,911 teachers employed.

TABLE 1—CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1925	Per Cent. of Enrolm't	No. of Pupils June 30, 1934	Per Cent. of Enrolm't	No. of Pupils June 30, 1935	Per Cent. of Enrolm't
I	26,952	18.23	23,096	13.42	22,866	13.61
II	18,169	12.29	17,606	10.24	17,277	10.29
III	18,953	12.82	17,987	10.45	17,463	10.39
IV	17,976	12.16	18,248	10.61	17,604	10.42
V	15,922	10.77	18,248	10.61	17,553	10.45
VI	14,015	9.49	17,397	10.11	16,918	10.08
VII	10,744	7.28	15,496	9.01	15,780	9.40
VIII	10,352	7.00	13,709	7.97	13,945	8.30
IX	7,034	4.76	10,513	6.11	10,389	6.19
X	3,855	2.61	8,855	5.15	8,124	4.84
XI	2,959	2.00	6,567	3.81	6,223	3.70
XII	865	.59	4,318	2.51	3,912	2.33
Totals.....	147,796	100.00	172,040	100.00	167,954	100.00
Elementary Grades ..	133,083	90.05	141,787	82.42	139,306	82.94
Secondary Grades ..	14,713	9.95	30,253	17.58	28,648	17.06

In the totals for 1925 and 1934, the pupils attending Private Schools are included. In order to conform with the statistics from other Provinces, they have been omitted for the 1935 totals. This has caused a slight decrease in the percentage of pupils in Secondary Grades.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION
OF PUPILS IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled.....	101,139	66,815
Aggregate days attendance of pupils.....	16,435,154	9,660,362
Daily average attendance of pupils.....	85,300.13	50,902.24
Percentage of attendance of total enrolment	84.44	76.33
Average number of days attended per pupil	162.50	144.58
Average length of school year.....	193.82	189.44
Classification:		
Grade I	11,394	11,472
Grade II	9,326	7,951
Grade III	9,439	8,024
Grade IV	9,551	7,953
Grade V	9,682	7,871
Grade VI	9,517	7,401
Grade VII	9,154	6,626
Grade VIII	8,368	5,577
Grade IX	7,881	2,508
Grade X	7,000	1,124
Grade XI	5,939	284
Grade XII	3,888	24
Total Attendance.....	101,139	66,815

The percentage of attendance in both Graded and Ungraded Schools has fallen off slightly this year, as compared with last year. The average length of school year has also decreased. Ungraded schools are one-room schools and are for the most part rural.

TABLE 3
AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.1
Grade III	9.2
Grade IV	10.4
Grade V	11.3
Grade VI	12.6
Grade VII	13.7
Grade VIII	14.5
Grade IX	15.5
Grade X	16.7
Grade XI	17.7
Grade XII	18.6

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under.....	317	.19
6 years	6,961	4.14
7 years	14,519	8.64
8 years	15,929	9.49
9 years	15,834	9.43
10 years	16,127	9.60
11 years	15,952	9.50
12 years	16,338	9.73
13 years	16,725	9.95
14 years	15,623	9.30
15 years	13,265	7.90
16 years	7,850	4.68
17 years	5,450	3.24
18 years	3,670	2.18
19 years	2,063	1.23
20 years	744	.45
21 years and over.....	587	.35
Total.....	167,954	100.00

Of the pupils enrolled, 12.13 per cent. are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1935
(July 1st, 1934, to June 30th, 1935)

	Sex	5 years and under	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 years	*Total
Grade I	Boys	144	3,448	5,111	2,074	601	248	95	55	39	22	9	3	1	4	...	...	...	11,849
Grade II	Girls	173	3,321	4,922	1,726	498	191	87	38	32	14	7	3	2	...	...	...	...	11,017
Grade III	Boys	...	79	2,022	3,844	1,732	721	250	119	67	25	8	5	2	...	...	1	...	8,875
Grade III	Girls	...	109	2,158	3,744	1,534	521	174	78	43	24	24	12	1	...	...	...	...	8,402
Grade IV	Boys	...	2	1,35	1,854	863	1,860	863	370	165	80	30	6	...	...	...	...	...	8,739
Grade IV	Girls	...	2	1,67	2,254	3,554	1,575	628	232	120	59	22	8	...	...	...	...	...	8,724
Grade V	Boys	...	...	3	191	1,797	3,234	1,888	964	456	174	63	10	...	...	...	...	...	8,820
Grade V	Girls	...	...	1	241	2,202	3,282	1,657	716	369	141	202	33	...	...	...	...	...	8,684
Grade VI	Boys	...	...	...	3	185	3,112	3,059	1,916	1,112	527	202	27	...	...	...	...	...	8,827
Grade VI	Girls	...	...	...	10	324	2,072	3,112	1,740	926	383	136	27	...	...	...	...	...	8,726
Grade VII	Boys	...	...	...	13	204	1,891	1,691	2,945	2,054	1,125	537	90	...	...	...	...	...	8,690
Grade VII	Girls	...	...	...	10	327	1,887	1,666	3,055	1,672	816	393	51	...	...	...	...	...	8,228
Grade VIII	Boys	...	...	...	...	6	...	257	1,906	2,845	1,514	1,063	197	...	...	...	...	...	8,121
Grade VIII	Girls	...	...	...	...	4	...	7	217	1,817	2,603	1,782	518	...	...	...	...	...	7,659
Grade IX	Boys	...	...	...	...	...	...	10	285	1,817	2,712	1,617	1,007	...	...	...	...	...	7,894
Grade IX	Girls	...	...	...	...	...	...	...	16	339	1,589	2,097	1,384	...	...	...	...	...	6,834
Grade X	Boys	...	...	...	...	...	...	...	...	18	216	1,446	1,337	...	...	...	...	...	7,111
Grade X	Girls	...	...	...	...	...	...	...	...	2	266	1,343	1,077	...	...	...	...	...	5,036
Grade XI	Boys	...	...	...	...	...	...	...	...	...	...	929	1,337	...	...	...	...	...	5,363
Grade XI	Girls	...	...	...	...	...	...	...	...	...	...	1,446	1,343	...	...	...	...	...	3,690
Grade XII	Boys	...	...	...	...	...	...	...	...	...	...	16	144	...	...	...	...	...	4,484
Grade XII	Girls	...	...	...	...	...	...	...	...	...	...	24	602	...	...	...	...	...	2,705
Grade XII	Boys	...	...	...	...	...	...	...	...	...	...	15	130	...	...	...	...	...	81
Grade XII	Girls	...	...	...	...	...	...	...	...	...	...	4	406	...	...	...	...	...	3,518
Grade XII	Boys	...	...	...	...	...	...	...	...	...	...	23	193	...	...	...	...	...	1,755
Grade XII	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,157
Totals by Sex	Boys	144	3,529	7,271	7,954	7,712	8,055	8,110	8,271	8,537	8,081	6,665	3,744	2,613	1,655	974	344	282	83,941
Totals by Sex	Girls	173	3,432	7,248	7,975	8,122	8,072	7,842	8,067	8,188	7,542	6,600	4,106	2,837	2,015	1,089	400	306	84,013
*Grand Totals		317	6,961	14,519	15,929	15,834	16,127	15,952	16,338	16,725	15,623	13,265	7,850	5,450	3,670	2,063	744	587	167,954
Beginning Grade I This Year	Boys	144	3,384	4,309	1,554	443	189	67	34	20	8	3	1	...	...	...	...	...	10,156
Beginning Grade I This Year	Girls	173	3,276	4,161	1,233	363	137	65	19	15	5	3	1	...	...	...	...	...	9,453
Repeating Grade I From Previous Year	Boys	...	64	802	520	158	59	28	21	19	14	6	2	...	...	...	...	...	1,693
Repeating Grade I From Previous Year	Girls	...	45	761	493	135	54	22	19	17	9	4	2	...	...	...	...	...	1,584

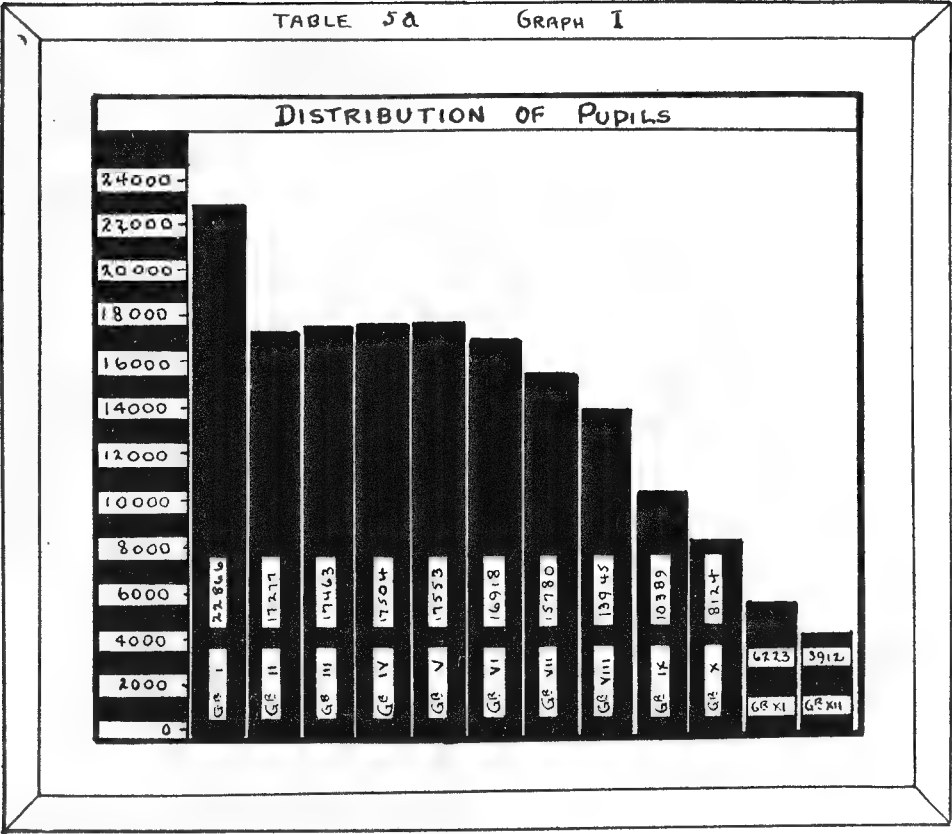


TABLE 6
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER AGE, NORMAL AND OVER AGE

Grade	Number in each Grade			Total in each Grade	Per Cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I	317	16,802	5,747	22,866	1.39	73.48	25.13
Grade II	188	11,768	5,321	17,277	1.09	68.11	30.80
Grade III	306	11,034	6,123	17,463	1.75	63.18	35.07
Grade IV	436	10,515	6,553	17,504	2.49	60.07	37.44
Grade V	522	10,025	7,006	17,553	2.97	57.11	39.92
Grade VI	554	9,578	6,786	16,918	3.27	56.61	40.12
Grade VII	554	9,251	5,975	15,780	3.51	58.62	37.87
Grade VIII	519	8,643	4,783	13,945	3.72	61.90	34.38
Grade IX	651	6,722	3,016	10,389	6.26	64.70	29.04
Grade X	527	4,555	3,042	8,124	6.49	56.06	37.45
Grade XI	437	3,528	2,258	6,223	7.02	56.69	36.29
Grade XII	365	2,083	1,464	3,912	9.33	53.24	37.43
Totals.....	5,376	104,504	58,074	167,954	3.20	62.22	34.58

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7

The following is the number of pupils leaving school at the age of 15 years:

Grade I	3
Grade II	3
Grade III	12
Grade IV	68
Grade V	181
Grade VI	403
Grade VII	642
Grade VIII	1,248
Grade IX	753
Grade X	240
Grade XI	105
Grade XII	20
Total	3,678

This is an increase over last year.

TABLE 8

The following is the percentage of the total enrolment leaving school at the age of 15 years.

Grade I	.002
Grade II	.002
Grade III	.008
Grade IV	.04
Grade V	.11
Grade VI	.24
Grade VII	.38
Grade VIII	.75
Grade IX	.45
Grade X	.14
Grade XI	.06
Grade XII	.01
Total	2.192

DEPARTMENT OF EDUCATION

TABLE 9

The following is the percentage of the total leaving school at the age of 15 years.

Grade I	.08
Grade II	.08
Grade III	.33
Grade IV	1.85
Grade V	4.92
Grade VI	10.96
Grade VII	17.46
Grade VIII	33.93
Grade IX	20.47
Grade X	6.52
Grade XI	2.86
Grade XII	.54
Total	<u>100.00</u>

TABLE 10

The following is the percentage of each grade leaving school at the age of 15 years.

Grade I	.013
Grade II	.017
Grade III	.07
Grade IV	.38
Grade V	1.03
Grade VI	2.38
Grade VII	4.07
Grade VIII	8.95
Grade IX	7.24
Grade X	2.95
Grade XI	1.69
Grade XII	.51

TABLE 11

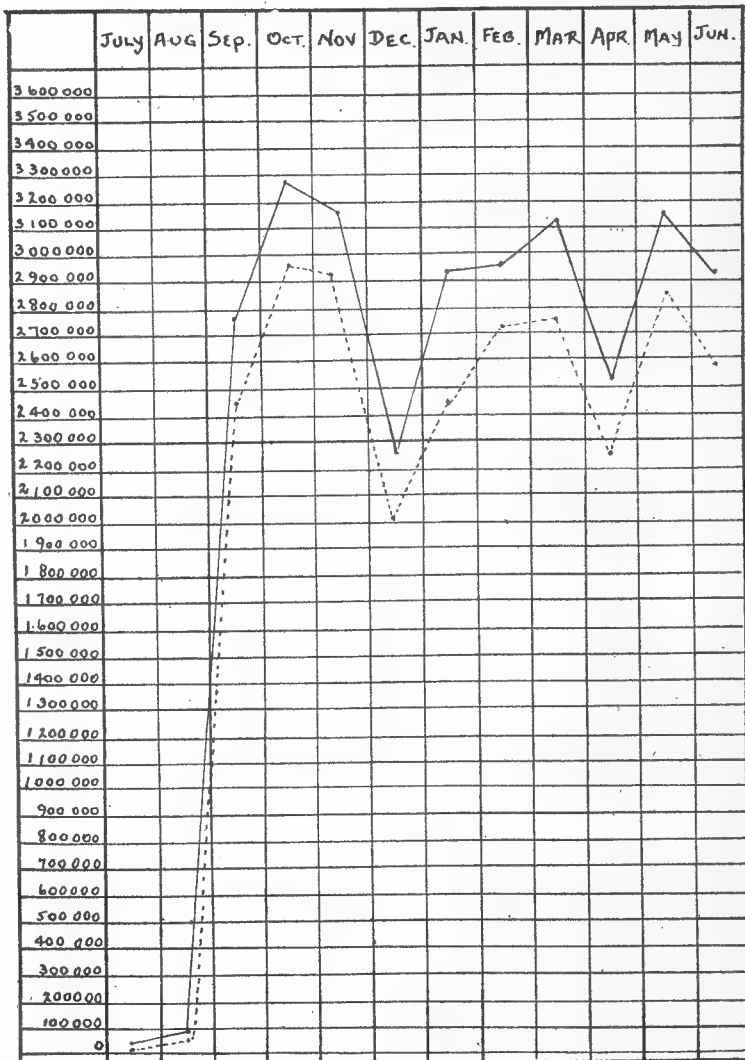
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE YEAR JULY 1st, 1934, TO JUNE 30th, 1935

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	36,354	29,937.5	82.35
August	93,793	80,632	85.98
September	2,769,737.5	2,466,891	89.14
October	3,266,286.5	2,977,597	91.16
November	3,172,608	2,904,156.5	91.22
December	2,247,210.5	2,029,721.5	90.32
January	2,934,261	2,469,405.5	84.46
February	2,954,494	2,726,446	92.28
March	3,114,653	2,733,317	87.75
April	2,522,709	2,243,902.5	88.50
May	3,159,101	2,839,502.5	89.88
June	2,930,093.5	2,594,007	88.53
Average Monthly Percentage of Attendance.....			88.46

The percentage of attendance per month shows a decrease of 1.72 per cent. from last year. Week by week records would be of more value than the monthly ones, but would be very difficult to secure. This statement is more nearly correct than is a yearly one.

TABLE 12—GRAPH 2

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE
AGGREGATE ATTENDANCE & ACTUAL AGGREGATE
ATTENDANCE SHOWING VARIATION BY MONTHS.



POSSIBLE AGGREGATE IN BLACK LINE — ACTUAL AGGREGATE IN DOTTED LINE---

TABLE 13—SCHOOL DISTRICTS

School Districts in existence December 31st, 1934, including the units in Consolidation	3,688
Number of Consolidations in existence December 31st, 1934.....	62
Number of School District Units in Consolidation December 31st, 1934.....	202
Number of School Districts established in 1935 (Public, 52; Separate, 1)...	53
Number of School Districts dissolved in 1935: Public.....	7
Number of School Districts in Province, December 31st, 1935, including the units in Consolidation.....	3,734
Number of Consolidations in Province, December 31st, 1935.....	61
Number of School District Units in Consolidation December 31st, 1935.....	199
Number of Rural High Schools in existence December 31st, 1935.....	17
Number of units in Rural High Schools, December 31st, 1935.....	81

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of School Districts in the Province, December 31st, 1935, and add the 61 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

TABLE 14

ATTENDANCE OF PUPILS

Number of pupils attending school during the year	167,954
Number of boys.....	83,941
Number of girls.....	84,013
Total aggregate attendance for the year	26,095,516
Total average attendance for the year	136,202.37

The average number of pupils enrolled per room was 28.8, a decrease of 1.7 from the previous year. The average attendance of pupils per room was 23.4, a decrease of 1.7 from the previous year.

TABLE 15

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR 1935, IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS

	City and Town	Village	Rural	Total
Less than 20 days.....	780	390	2,031	3,201
Between 20 and 39 days.....	1,050	633	4,244	5,927
Between 40 and 59 days.....	1,061	559	2,981	4,601
Between 60 and 79 days.....	1,041	426	2,479	3,946
Between 80 and 99 days.....	907	421	2,598	3,926
Between 100 and 119 days.....	1,286	672	3,855	5,813
Between 120 and 139 days.....	1,836	929	5,791	8,606
Between 140 and 159 days.....	4,175	1,954	11,719	17,848
Between 160 and 179 days.....	17,179	6,308	24,570	48,057
Between 180 and 199 days.....	31,237	10,949	23,727	65,913
200 days and over.....	...	12	104	116
Totals.....	60,602	23,253	84,099	167,954

Of the pupils enrolled, 67.99 per cent. attended over 160 days—a decrease of 4.19 per cent. from the year 1934.

TABLE 16
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1935

School	Enrolment	Average Attendance	Average Monthly Percentages
St. Albert	175	138.71	89.4
Edmonton	16,716	14,337.66	90.1
Calgary	15,733	13,645.46	91.7
Thibault	206	188.40	95.9
Macleod	311	280.20	95.6
Lethbridge	2,444	2,163.25	93.9
Medicine Hat	2,075	1,822.20	91.2
Fort Saskatchewan	220	194.12	94.2
National Park	408	330.69	90.5
Gleichen	197	169.20	91.2
Red Deer	735	615.19	93.4
Pincher Creek	240	203.59	93.0
High River	377	325.52	93.3
Okotoks	192	167.12	95.9
Innisfail	327	277.67	93.1
Olds	367	306.03	89.5
Lacombe	400	349.64	93.5
Wetaskiwin	469	408.18	93.7
Leduc	310	255.82	91.2
Ponoka	409	359.62	92.9
Cardston	596	491.47	92.9
Magrath	497	406.12	89.9
Blairmore	472	412.30	92.2
Didsbury	255	219.29	93.0
Raymond	757	645.20	93.0
Clareholm	355	305.58	91.6
Athabasca	203	161.60	90.9
Irvine	71	62.09	91.5
Taber	542	454.58	92.6
Stavelly	115	100.44	90.7
Coleman	633	528.12	92.2
Granum	96	85.51	94.5
Camrose	623	548.30	93.5
Vermilion Centre	382	317.60	91.0
Stettler	399	345.29	93.1
New Vegreville	504	426.63	94.2
Daysland	166	135.25	91.1
Strathmore	166	142.61	91.9
Wainwright	298	253.59	93.4
Hardisty	168	139.73	92.9
Vulcan	341	275.77	89.2
Tofield	212	178.17	93.2
Carmangay	90	78.49	94.5
Brooks	215	167.52	84.7
Bassano	187	165.06	93.0
Castor	162	144.32	95.9
Youngstown	75	65.88	94.6
Redcliff	249	229.06	94.8
Beverley	254	214.07	91.2
Edson	456	395.63	92.5
Coronation	206	173.84	93.3
Drumheller	1,277	1,078.24	91.5
Grande Prairie	352	292.88	91.5
Rig Valley	162	132.21	90.7
Peace River	248	197.11	92.2
Hanna	397	324.29	90.0
Three Hills	221	187.76	93.3
Grouard	178	146.14	94.9
Calgary R. C. S.	1,583	1,327.05	90.9
Edmonton R. C. S.	2,644	2,263.69	93.7
Holy Cross R. C. S.	29	25.71	91.2
Lethbridge R. C. S.	555	501.42	94.7
Sacred Heart R. C. S.	52	36.37	85.1
St. Martin's R. C. S.	116	105.38	94.6
North Red Deer R. C. S.	88	72.44	94.1
St. Michael's R. C. S.	122	93.39	94.7
St. Louis R. C. S.	95	86.42	95.7
Theresetta R. C. S.	78	64.34	89.1
St. Joseph's R. C. S.	89	69.15	89.8
Wainwright R. C. S.	131	107.60	90.1

Average of monthly percentages of town schools during the year for the months actually operated was 92.34. This is a decrease of 1.19 from last year.

TABLE 16-A

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF
INSTRUCTION—IN TOWN SCHOOLS
TOTALS

Course and Subject	Grade IX		Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Academic:											
Algebra	1,734	1,861	1,183	1,555	203	236	823	876	3,943	4,528	8,471
Arithmetic and Mensuration	118	245	116	194	1,071	1,233	89	221	1,324	1,893	3,217
Biology	...	...	...	...	31	42	488	680	519	672	1,191
Chemistry	...	...	9	...	1,101	1,125	710	744	1,820	1,870	3,690
English Composition	1,909	1,960	1,526	1,674	1,249	1,278	726	904	5,410	5,816	11,226
English Grammar	239	302	207	261	721	852	78	135	1,245	1,550	2,795
English Literature	1,869	2,098	1,504	1,818	1,219	1,452	866	987	5,458	6,355	11,813
French	1,340	1,612	949	1,363	481	547	566	694	3,336	4,216	7,552
General Science	1,831	1,915	178	136	64	15	1	5	2,074	2,071	4,145
Geography	2	2	122	131	688	874	55	115	867	1,122	1,989
Geometry	1,679	1,799	936	1,116	473	641	103	166	3,191	3,722	6,913
German	17	18	36	24	26	15	19	13	98	70	168
History of Literature	...	...	...	...	4	4	69	229	73	233	306
History, Ancient	1,772	1,920	75	88	54	61	6	17	1,907	2,086	3,993
History, British	4	11	1,159	1,485	128	130	12	14	1,303	1,640	2,943
History and Civics, (Canadian)	...	...	52	50	1,015	1,185	75	100	1,142	1,335	2,477
History, Modern	51	35	...	...	12	6	731	874	794	915	1,709
Latin	134	188	556	601	529	475	235	370	1,454	1,634	3,088
Physics	6	4	1,118	1,287	155	231	780	530	2,059	2,052	4,111
Trigonometry	...	...	...	1	54	38	810	949	864	988	1,852
Commercial:											
Book-keeping	7	38	291	699	261	181	4	25	563	943	1,506
Commercial French	55	129	36	148	...	...	...	...	91	277	368
Business Law	...	...	6	...	56	177	...	...	62	177	239
Stenography	172	425	292	722	56	196	4	25	524	1,368	1,892
Business English	78	175	144	345	23	85	...	...	245	605	850
Typewriting	171	425	296	703	62	196	4	25	533	1,349	1,882
Technical and Special:											
Agriculture	2	2	148	223	84	133	13	38	247	396	643
Art	91	81	226	483	111	190	51	68	479	822	1,301
Sewing	...	86	...	20	...	...	...	...	...	106	106
Domestic Science	...	264	...	17	...	...	...	...	...	281	281
Technical Mathematics	...	...	125	...	45	...	...	...	170	...	170
Physical Culture	634	648	677	623	500	400	130	185	1,941	1,856	3,797
Industrial History	...	...	85	25	...	...	...	...	85	25	110
Military Drill	132	...	135	...	49	...	12	...	328	...	328
Industrial Art	...	...	...	...	4	4	...	...	4	4	8
Music	61	59	...	...	...	...	...	...	61	59	120
Motor Mechanics	112	...	45	...	15	...	...	...	172	...	172
Electricity and Metal Work	256	...	92	...	35	...	...	...	383	...	383
Manual Training	115	...	...	...	...	...	...	...	115	...	115
Drawing and Design and Woodwork	304	72	49	22	...	...	...	...	353	94	453
Foods and Dietetics	...	...	...	...	...	3	...	...	...	3	3
Physics and Hygiene	...	...	...	...	...	2	...	...	...	2	2

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE, AND AGE

Grade	Sex	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 years or over	Total
Grade IX	Boys	...	...	4	109	603	822	495	230	99	24	8	2	2,396
	Girls	...	...	1	122	721	947	413	211	62	21	7	7	2,512
Grade X	Boys	...	...	1	7	80	454	635	408	276	127	53	42	2,083
	Girls	...	...	1	8	135	601	752	468	310	184	72	50	2,581
Grade XI	Boys	...	...	...	...	10	73	357	518	371	210	87	55	1,681
	Girls	...	...	...	...	8	124	500	598	367	213	81	53	1,944
Grade XII	Boys	...	...	...	...	3	6	89	315	433	257	109	75	1,287
	Girls	...	...	...	...	...	14	86	392	553	351	114	88	1,598
Totals by Sex	Boys	...	...	5	116	696	1,355	1,576	1,471	1,179	618	257	174	7,447
	Girls	...	...	2	130	864	1,686	1,751	1,669	1,292	769	274	198	8,635
Grand Totals		...	...	7	246	1,560	3,041	3,327	3,140	2,471	1,387	531	372	16,082

TABLE 17

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION
AND DAYS ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Total
Less than 20 days.....	...	...	1	1
Between 20 and 39 days.....	...	...	3	3
Between 40 and 59 days.....	...	...	3	3
Between 60 and 79 days.....	...	...	5	5
Between 80 and 99 days.....	...	...	8	8
Between 100 and 119 days.....	...	...	9	9
Between 120 and 139 days.....	...	...	11	11
Between 140 and 159 days.....	...	...	79	79
Between 160 and 179 days.....	...	2	197	199
Between 180 and 199 days.....	71	208	2,721	3,000
200 days and over.....	...	4	127	131
Totals.....	71	214	3,164	3,449

During the year, 96.55 per cent. of the schools in operation, operated over 160 days. This is a decrease of .67 per cent. from last year.

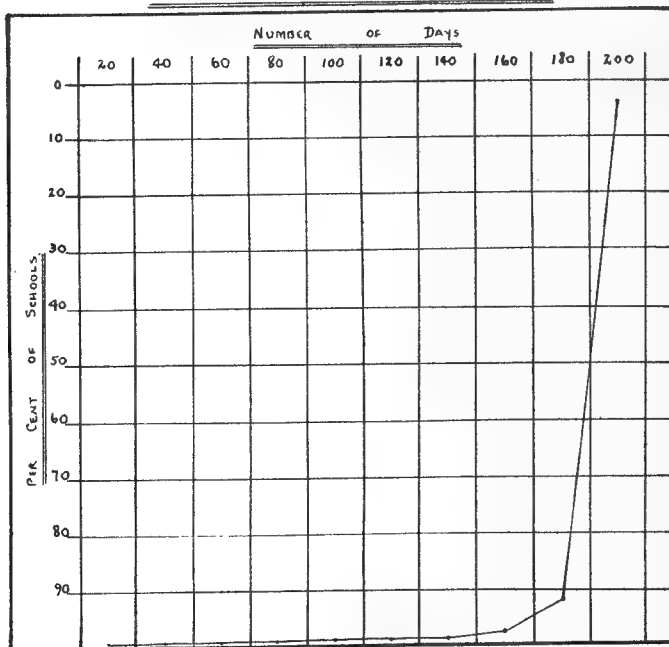
DEPARTMENT OF EDUCATION

TABLE 18
NUMBER OF SCHOOLS IN OPERATION AT JUNE 30th, 1934, AND
JUNE 30th, 1935; AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:		Total Schools		Total Departments	
		June 30, 1934	June 30, 1935	June 30, 1934	June 30, 1935
1	Department	2,917	2,934	2,917	2,934
2	Departments	297	295	594	590
3	"	68	73	204	219
4	"	45	45	180	180
5	"	27	28	135	140
6	"	19	19	114	114
7	"	7	8	49	56
8	"	6	8	48	64
9	"	7	3	63	27
10	"	5	3	50	30
11	"	3	5	33	55
12	"	8	9	96	108
13	"	2	1	26	13
14	"	...	2	...	28
15	"	3	2	45	30
16	"	1	1	16	16
17	"	2	1	34	17
18	"	1	1	18	18
19	"	2	3	38	57
23	"	...	1	...	23
26	"	1	...	26	...
32	"	1	1	32	32
45	"	1	...	45	...
48	"	...	1	...	48
60	"	...	1	...	60
63	"	1	...	63	...
64	"	1	...	64	...
65	"	...	1	...	65
71	"	1	...	71	...
72	"	...	1	...	72
393	"	1	...	393	...
394	"	...	1	...	394
425	"	...	1	...	425
428	"	1	...	428	...
		3,428	3,449	5,782	5,815

TABLE 19

GRAPH 3.

SCHOOLS IN OPERATION 1934-35

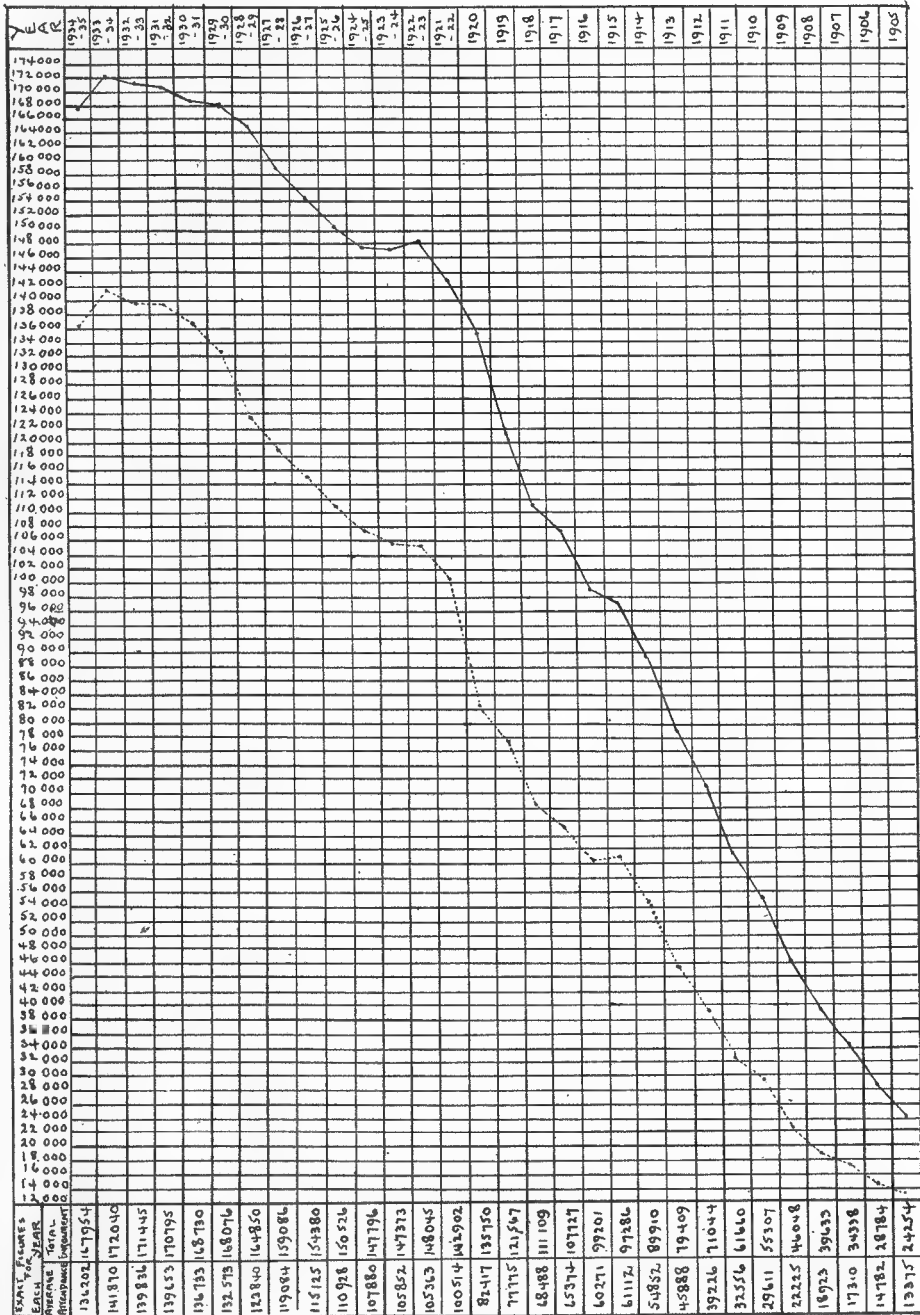
This Graph to be interpreted as follows - Number of Schools operating at least 20 days is 99.9%, at least 40 days 99.8% at least 60 days is 99.7%, at least 80 days is 99.6%, etc.,

TABLE 20—GRAPH 4

**DIAGRAM SHOWING ENROLMENT AND AVERAGE ATTENDANCE
IN ALBERTA SCHOOLS FROM 1905-35 INCL.**

ENROLMENT IN BLACK LINE

AVERAGE ATTENDANCE IN DOTTED LINE



DEPARTMENT OF EDUCATION

TABLE 22

	1924-25	1933-34	1934-35
1. Aggregate number of days attended during the year.....	20,306,182.5	27,589,008	26,095,516
2. Average number attending each day..	107,880.16	141,869.90	136,202.37
3. Average monthly percentage of attendance	87.44	90.18	88.46
4. Number of days school was open during the year.....	184.71	192.68	184.61
5. Average number of days pupils attended during the year.....	138.07	160.36	155.38
6. Average number of days lost by pupils during the year.....	71.93	49.64	54.62
7. Percentage proportionate of total attendance to average attendance.....	72.99	82.46	81.27
8. Percentage proportionate of secondary to elementary grades.....	11.05	21.33	20.56

The average number of days attended by pupils has decreased 4.98 days from the previous year. The number of days lost by pupils is based on a school year of 210 days. City and Town Schools operated less than 200 days. The actual time lost by pupils is 18.81 per cent. of the time schools were in operation.

The average monthly percentage of attendance shows a decrease of 1.72 per cent. from last year.

The percentage proportionate of secondary to elementary grades shows a decrease of .77 per cent. from last year.

Grades I to VIII are elementary and Grades IX to XII are secondary.

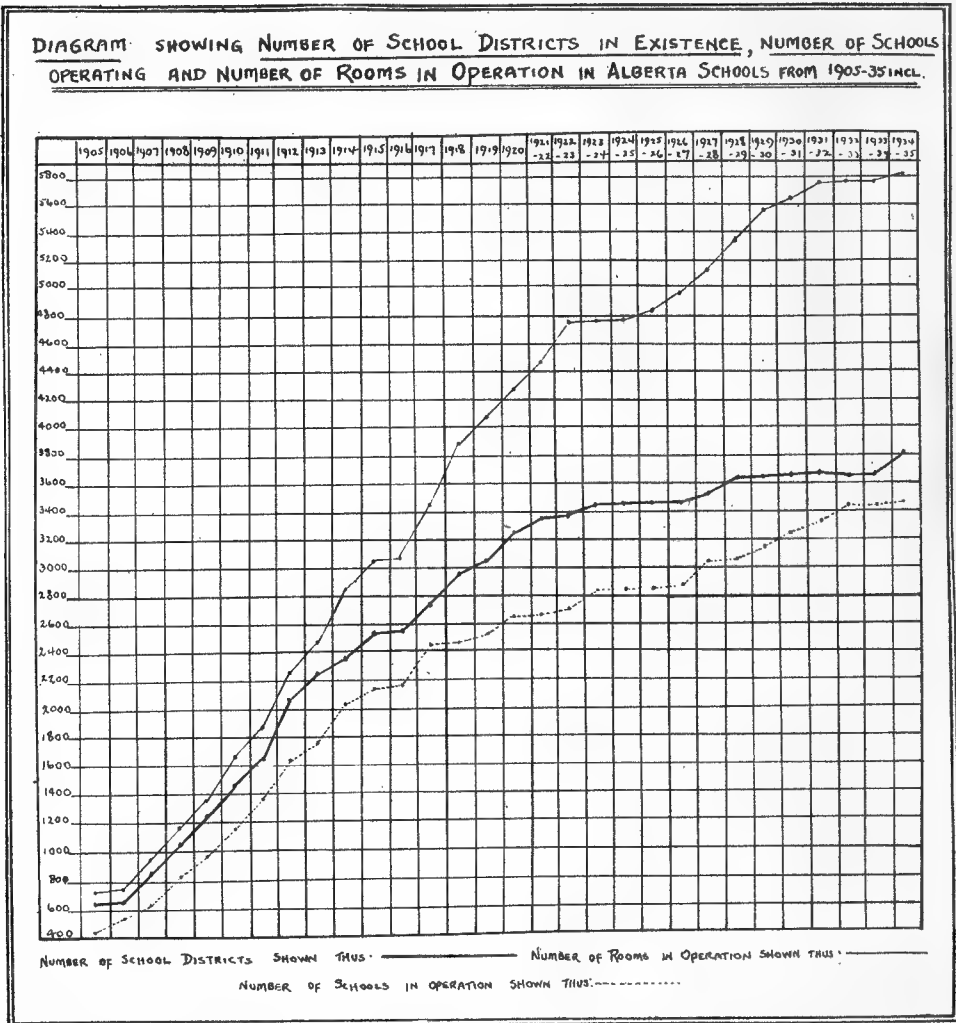
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1935 (INCLUSIVE)

Year	Number of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length School Year	Av. Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	..
1906	746	570	760	76.41	183.2	..
1907	902	694	945	76.94	159.6	..
1908	1,070	851	1,135	79.53	160.0	..
1909	1,250	970	1,323	77.60	163.2	..
1910	1,501	1,195	1,610	79.60	158.3	..
1911	1,784	1,392	1,902	77.93	157.0	..
1912	2,029	1,600	2,229	78.85	178.8	..
1913	2,235	1,705	2,511	71.81	178.3	..
1914	2,360	2,027	2,898	85.89	181.4	..
1915	2,478	2,178	3,082	86.36	181.5	..
1916	2,598	2,170	3,143	83.33	184.1	..
1917	2,773	2,471	3,497	89.11	182.5	..
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,074	4,742	89.00	184.7	87.25
1924-25	3,431	3,093	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,808	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46

Of the schools able to operate, 95.46 per cent. were in operation. The total of 3,812 includes the 199 units in Consolidation.

TABLE 24—GRAPH 6



DEPARTMENT OF EDUCATION

TABLE 25
RECEIPTS AND DISBURSEMENTS

Summary of Receipts and Disbursements of School Districts for the year 1934.

RECEIPTS	
Cash on hand January 1st, 1934	\$ 1,333,607.65
Proceeds from Debentures	31,697.85
Taxes Collected	7,988,629.75
Government Grants	1,444,704.57
Borrowed by Note	774,526.74
Pupils' Fees	118,514.12
Amount advanced by Treasurers	1,575.29
Received from other sources	198,827.10
	\$11,892,083.07
DISBURSEMENTS	
Teachers' Salaries	\$ 5,613,780.88
Officials' Salaries	281,223.21
Paid on Debentures	1,226,539.25
Paid on Notes (Renewals and Interest)	1,014,946.27
School Buildings and Repairs	369,145.25
School Grounds	66,389.70
School Furniture	67,997.68
Library and Reference Books	14,262.87
Apparatus and Equipment	35,273.92
Supplies and Stationery	203,571.15
Caretaking and Fuel	788,845.70
Insurance	68,654.64
Other Expenditures	599,268.24
Balance on hand December 31st, 1934	1,542,184.31
	\$11,892,083.07

TABLE 26
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1934

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1934	\$ 534,348.68	\$ 799,258.97
Proceeds from Debentures	9,246.31	22,451.54
Taxes Collected	5,098,637.54	2,889,992.21
Government Grants	652,815.20	791,889.37
Borrowed by Note	694,014.80	80,511.94
Pupils' Fees	79,308.92	39,205.20
Amounts Advanced by Treasurers	439.02	1,136.27
Received from Other Sources	99,383.33	99,443.77
	\$7,168,193.80	\$4,723,889.27
DISBURSEMENTS		
Teachers' Salaries	\$3,213,460.65	\$2,400,320.23
Officials' Salaries	143,561.07	137,662.14
Paid on Debentures	1,000,012.39	226,526.86
Paid on Notes (Renewals and Interest)	871,408.73	143,537.54
School Buildings and Repairs	192,103.77	177,041.48
School Grounds	31,567.86	34,821.84
School Furniture	29,322.86	38,674.82
Library and Reference Books	4,868.34	9,394.53
Apparatus and Equipment	25,103.39	10,170.53
Supplies, Stationery, etc.	118,008.98	85,562.17
Caretaking and Fuel	516,540.96	272,304.74
Insurance	40,579.52	28,075.12
Other Expenditures	354,922.84	244,345.40
Balance on hand December 31st, 1934	626,732.44	915,451.78
	\$7,168,193.80	\$4,723,889.27

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1934

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1934.....	\$ 626,732.44	\$ 915,451.87
Arrears of Taxes due.....	3,361,349.07	4,420,627.68
Estimated Value of Land and Buildings..	13,871,488.26	6,620,114.17
Estimated Value of Furniture and Apparatus	1,601,454.08	1,550,884.06
Estimated Value of School Libraries.....	85,791.45	272,443.48
Other Assets	967,205.73	239,397.97
	<u>\$20,514,021.03</u>	<u>\$14,018,919.23</u>
LIABILITIES		
Teachers' Salaries	\$ 44,143.15	\$ 224,994.18
Debenture Indebtedness	9,273,876.17	1,192,960.53
Outstanding Accounts	740,510.07	828,135.17
Amounts due Treasurers.....	430.96	977.66
Excess of Assets over Liabilities.....	10,455,060.68	11,771,851.69
	<u>\$20,514,021.03</u>	<u>\$14,018,919.23</u>

TABLE 28

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES
OF ALL SCHOOL DISTRICTS FOR THE YEAR 1934

ASSETS	
Cash on hand, December 31st, 1934	\$ 1,542,184.31
Arrears of Taxes due	7,781,976.75
Estimated Value of Land and Buildings.....	20,491,602.43
Estimated Value of Furniture and Apparatus	3,152,338.14
Estimated Value of School Libraries	358,234.93
Other Assets	1,206,603.70
	<u>\$34,532,940.26</u>
LIABILITIES	
Teachers' Salaries	\$ 269,137.33
Debenture Indebtedness	10,466,836.70
Outstanding Accounts	1,568,645.24
Amounts due Treasurers	1,408.62
Excess of Assets over Liabilities	22,226,912.37
	<u>\$34,532,940.26</u>
Total Insurance on Property	<u>\$18,377,331.00</u>

DEPARTMENT OF EDUCATION

TABLE 29
COMPARATIVE COST OF EDUCATION

	1924-25	1933-34	1934-35
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment..	\$ 59.27	\$ 55.03	\$ 54.07
Cost per pupil per year according to average attendance	81.20	66.80	66.59
Average cost per pupil for each day in attendance	.432	.337	.337
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment..	52.52	43.73	41.64
Cost per pupil per year according to average attendance	80.09	56.41	54.67
Average cost per pupil for each day in attendance	.436	.293	2.88
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment..	64.92	62.35	62.17
Cost per pupil per year according to average attendance	81.98	72.91	73.70
Average cost per pupil for each day in attendance	.427	.371	.382
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment..	52.75	50.36	49.09
Cost per pupil per year according to average attendance	69.93	59.13	58.25
Average cost per pupil for each day in attendance	.390	.301	.301
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment..	78.84	77.81	81.77
Cost per pupil per year according to average attendance	94.18	88.35	94.64
Average cost per pupil for each day in attendance	.476	.456	.493
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment..	...	70.68	70.72
Cost per pupil per year according to average attendance	...	84.38	84.92
Average cost per pupil for each day in attendance	...	.428	.430
IN RURAL HIGH SCHOOLS:			
Cost per pupil per year according to enrolment..	...	73.60	71.96
Cost per pupil per year according to average attendance	...	91.31	87.79
Average cost per pupil for each day in attendance	...	.463	.453

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION,
AND COST PER PUPIL, BASED ON ENROLMENT, AND ON
AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.58
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59

TABLE 31

TEACHERS' SALARIES, 1934-35, IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, High School and First (Male)	1,065	\$3,950.00	\$ 450.00	\$1,269.67
Academic, High School and First (Female)	1,758	3,250.00	400.00	951.68
Second (Male)	766	3,350.00	400.00	868.92
Second (Female)	2,227	3,250.00	350.00	848.71
Third (Male)	11	840.00	475.00	608.18
Third (Female)	22	1,200.00	400.00	663.18
Vocational and Special (Male)	46	3,700.00	1,400.00	2,311.63
Vocational and Special (Female)	16	3,000.00	1,250.00	1,888.37

TABLE 32

AVERAGE SALARY OF TEACHERS

	No. of Teachers 1934-35	Salaries 1924-25	Salaries 1934-35
Average salary per year paid in rural schools	3,644	\$1,029.97	\$ 722.92
Average salary per year paid in urban schools	2,267	.....	1,369.41
Average salary per year paid in town schools	1,479	1,598.70	1,577.03
Average salary per year paid in village schools	345	1,252.72	980.93
Average salary per year paid in separate schools	201	1,127.73	1,001.16
Average salary per year paid in consolidated and rural high schools	242	1,229.73	960.22
Average salary per year paid in all schools	5,911	1,192.81	970.86

DEPARTMENT OF EDUCATION

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906 TO 1935
(INCLUSIVE)

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected each year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,068	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,496	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,335	25,472	15,577.58	14,033.87	908,045.12	2,217	1,778	251	4,843,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,044,583.75	2,651	2,019	282	7,371,639.52	50,890.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,386	247	9,978,432.24	75,327.30	4,995,691.26
1913	39,287	40,622	21,350.65	24,537.58	1,672,525.93	3,298	2,560	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	30,970.32	2,050,697.01	3,778	2,839	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,624	129	13,834,839.12	111,839.97	6,836,241.62
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,697	2,773	135	14,165,097.25	134,887.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,965.54	5,153	2,964	149	14,468,014.29	150,680.62	9,069,982.43
1918	48,800	62,229	28,961.26	36,527.37	2,860,351.67	5,532	3,106	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.40	43,431.56	3,060,317.68	4,902	3,215	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,925.05	47,451.63	4,371,508.02	5,014	3,301	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.13	5,213,011.25	5,320	3,367	86	18,055,485.21	301,364.86	12,558,363.17
1922-23	66,211	76,691	41,852.60	58,621.94	5,428,826.20	5,787	3,388	73	18,442,012.68	331,581.11	13,294,175.25
1923-24	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,409	27	18,068,293.17	337,269.08	14,580,848.29
1924-25	67,155	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,481	22	18,379,211.58	364,403.00	15,415,997.14
1925-26	68,775	79,621	44,709.80	63,170.86	5,477,156.27	4,864	3,481	22	18,651,314.66	366,113.20	17,270,654.21
1926-27	83,371	81,555	46,009.79	64,918.03	6,298,099	5,135	3,463	40	19,028,647.66	363,982.03	17,135,184.00
1927-28	73,942	80,438	49,826.69	66,298.09	5,898,839.00	5,380	3,571	50	19,689,044.57	369,992.98	17,982,511.66
1928-29	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,551	59	20,957,119.68	379,106.19	18,618,336.17
1929-30	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,277	3,640	75	22,399,686.67	381,024.94	19,606,227.19
1930-31	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	22,599,361.43	377,499.52	20,850,105.71
1931-32	80,116	88,614	61,266.27	76,466.72	6,741,826.63	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1932-33	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,938.70	18,811,741.41
1933-34	83,384	98,061	64,210.35	75,625.98	5,734,956.41	6,050	3,764	20	18,424,568.96	368,557.00	19,358,778.66
1934-35	84,099	87,247	66,299.76	75,570.14	5,613,780.88	5,912	3,756	33	20,491,602.43	358,234.93	22,226,912.37
		83,855	64,672.32	71,440.05	.....	5,911	3,812	53	.....	.....	.....

*For the June Term only.

The value of School Buildings and Grounds, School Libraries, Excess of Assets, etc., are for the calendar year.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1935

Name	No.	Date of Establishm't	Twp.	Rge.	Mer	Secretary-Treasurer
Western Sunset	4662	Jan. 5th	44-45	4	5	J. Scoffield (O.T.)
Clarkson Valley	4663	Jan. 5th	70-71	25-26	5	W. Kadey
Laurel	4664	Jan. 5th	49-50	7-8	5	Dorothy Garside
Violet Grove	4665	Jan. 5th	48	7-8	5	C. A. Beller
Danube	4666	Jan. 5th	62-63	21	4	Geo. Wispinski
Howard	4667	Jan. 7th	49-50	3-4	5	T. A. Goodman
Willow Flat	4668	Jan. 22nd	68	19-20	4	R. R. Dorey
Carcajou	4669	Feb. 20th	101-102	19	5	C. C Rankin
Red Deer Valley	4670	Feb. 20th	32	5-6	5	H. A. Caldwell
Saddle Mountain	4671	Feb. 20th	76	5-6	6	Ralph Otto
Rock Lake	4672	Feb. 20th	8	17-18	4	G. C. Patterson
Chin Lakes	4673	Feb. 20th	8	18	4	G. C. Patterson
Dunington	4674	Mar. 7th	48	8	5	Henry Dunington
Willow Trail	4675	Mar. 7th	63-64	6	4	Nick Broski
Southend	4676	Mar. 7th	50	5-6	5	J. Drew
Eaglesham	4677	Mar. 7th	78-79	25-26	5	Mrs. Rita J. Powers
Eula Creek	4678	Mar. 7th	73	9	5	Nat Bowen
West Jasper Place	4679	Mar. 15th	52-53	25	4	Frank Ford
Winterburn	4680	Mar. 15th	52-53	25-26	4	R. O. Locke
Hillandale	4681	Mar. 22nd	82-83	5-6	6	T. V. Vanberg
Smoky Lake	4682	Apr. 3rd	69-70	21-22	5	Torp Rasmussen
Many Springs	4683	Apr. 18th	74-75	7-8	6	C. B. Maple
Lake Wood	4684	May 7th	58	7	4	E. G. Dahl
Smuthreade	4685	May 20th	74-75	22-23	5	E. J. Smith
Yellow Creek	4686	May 21st	80	6-7	6	V. Almond
Eureka River	4687	June 7th	85-86	5-6	6	John Portsmouth
Low Water	4688	June 22nd	51-52	5	5	Lawrence E. Graves
Faraway	4689	June 22nd	43	6-7	5	Allan Roberts
Western Pride	4690	June 22nd	60-61	5	5	Mrs. C. Finch
Felger	4691	July 17th	7	21	4	G. C. Patterson
Noral	4692	July 22nd	65-66	16	4	H. H. Bergdahl
Saskatoon Valley	4693	July 22nd	48-49	4	5	A. W. Gilleland
Shadow Creek	4694	Aug. 14th	73-74	18	5	S. J. Stroeder
Anshaw	4695	Aug. 16th	61-62	6-7	4	Herman Beoudoin
Punton	4696	Aug. 21st	108-109	14-15	5	Mrs. Dorothy Lentz
Gage	4697	Aug. 21st	82	3-4	6	Joe Johnston
Bluebird	4698	Sept. 6th	14-15	1	4	Mrs. J. K. Fischer
Plume Creek	4699	Sept. 7th	8-9	4-5	4	Robert Roth (Sr. T.)
Cornwall	4700	Sept. 23rd	70-71	25-26	5	Geo. Nelms
Silver Point	4701	Sept. 23rd	76	14	5	E. F. Wilson
Thatchwood	4702	Oct. 19th	80-81	20-21	5	G. L. Wilson (O.T.)
West Cypress	4703	Oct. 22nd	7-8	4-5	4	Ed. Herman (Sr. T.)
Meadow Vale	4704	Nov. 6th	42-43	4-5	5	Chas. Ruff
North Home	4705	Nov. 21st	54-55	3-4	4	Violet M. Page
Benoit	4706	Dec. 7th	76	20-21	5	Mrs. A. Benoit
Craven Lake	4707	Dec. 7th	85-86	23-24	5	Leslie Hewitt
Ranch	4708	Dec. 7th	70-71	25-26	4	Jim Colwell
Spilstead	4709	Dec. 13th	49-50	20-21	4	C. M. Fairbrother
Blue Hill	4710	Dec. 19th	65-66	27-1	4-5	C. R. Rasmussen (Sr. T.)
Moose Ridge	4711	Dec. 19th	89-90	23	5	Earl McDonald (Sr. T.)
Ethel Lake	4712	Dec. 20th	63-64	3	4	Sigurd Glaim (Sr. T.)
Gawthorpe (Tabermar)	4713	Dec. 20th	60	22-23	4	Chris. Townsend (Sr. T.)

RURAL HIGH SCHOOL DISTRICTS

Ribstone	18	Sept. 21st	42-43-44	2-3	4	R. Mills
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SEPARATE SCHOOL DISTRICTS

St. John's R. C. S.	32	Oct. 8th	89	9	4	Rev. G. Chouinard
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SCHOOL DISTRICTS DISSOLVED DURING 1935

Name	No.	Date of Dissolution	Twp.	Rge.	Mer.
Splan	475	March 16th (From and after March 15th, 1935)	52-53	25-26	4
Kinuso	3699	March 16th (From and after March 7th, 1935)	72-73	9-10	5
East Lee Valley...	3887	March 16th (From and after January 1st, 1935)	32-33	1	4
Douglas Lake	3644	March 16th (From and after January 1st, 1935)	32	2	4
Swan Valley	3783	June 10th (From and after June 30th, 1935)	73	10	5
Helgoland	2722	December 18th	16	8-9	4
New Holland	3350	December 18th	17	8-9	4
Swan River Cons..	73	June 10th (From and after June 30th, 1935)	72-73	9-10	5

TABLE 35

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING JUNE 30th, 1935

Number of Colleges reporting: 42

	Males	Females	Total
No. of Teachers in residence.....	71	80	151
No. of Teachers not in residence.....	25	48	73
No. of Pupils in residence.....	897	702	1,599
No. of Pupils not in residence.....	688	1,137	1,825
No. of Pupils also enrolled in Publicly Controlled Schools	67	110	177
No. of Pupils doing work of Elementary Grades.....	714	717	1,431
No. of Pupils doing work of Secondary Grades.....	580	639	1,119
No. of Pupils doing special work only.....	291	483	774

Total Enrolment	3,424
Average Attendance	3,182.43
Average Number of Days School Operated.....	192.07
Length of Course in Years.....	4 to 14 years

Schools under control of—

(a) Church	17
Corporation	7
Society	3
Private Individuals	15
(b) Religious Denominations	27
Non-Sectarian	15

PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1935
(JULY 1st, 1934, TO JUNE 30th, 1935)

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Total
Grade I	Boys	10	38	47	26	12	3	2	4	2	1	2	1	1	1	1	1	1	144
	Girls	14	30	35	16	8	6	4	4	1	1	1	1	1	1	1	1	1	121
Grade II	Boys	...	6	24	36	22	10	7	1	1	1	1	1	1	1	1	1	1	107
	Girls	...	8	26	33	18	7	6	2	1	1	1	1	1	1	1	1	1	103
Grade III	Boys	...	...	5	20	31	22	13	2	2	2	2	2	2	2	2	2	2	98
	Girls	...	...	7	22	27	18	9	6	2	2	2	2	2	2	2	2	2	96
Grade IV	Boys	...	...	...	8	18	29	21	4	4	1	3	1	1	1	1	1	1	84
	Girls	...	...	...	6	24	28	18	5	4	2	2	1	1	1	1	1	1	90
Grade V	Boys	...	...	...	...	5	4	20	16	18	2	2	2	2	2	2	2	2	76
	Girls	...	...	...	...	...	...	26	22	22	6	2	2	2	2	2	2	2	84
Grade VI	Boys	...	...	...	...	...	...	14	16	18	5	3	3	1	1	1	1	1	70
	Girls	...	...	...	...	...	...	5	12	15	8	4	4	2	2	2	2	2	77
Grade VII	Boys	...	...	...	...	...	6	16	25	23	17	4	2	3	1	1	1	1	68
	Girls	...	...	...	...	...	...	3	15	25	18	6	4	2	1	1	1	1	72
Grade VIII	Boys	...	...	...	...	...	...	...	6	11	22	15	7	4	1	2	1	1	67
	Girls	...	...	...	...	...	...	...	3	15	23	17	6	4	2	1	1	1	74
Grade IX	Boys	...	...	...	...	...	...	...	1	14	53	96	68	21	13	5	8	12	291
	Girls	...	...	...	...	...	...	...	...	18	10	36	85	25	18	7	7	14	384
Grade X	Boys	...	...	...	...	...	...	...	...	...	10	62	66	64	29	8	4	21	246
	Girls	...	...	...	...	...	...	...	...	...	14	67	87	60	33	18	13	30	317
Grade XI	Boys	...	...	...	...	...	...	...	...	...	...	12	33	51	45	21	13	14	185
	Girls	...	...	...	...	...	...	...	...	...	...	2	47	73	62	13	9	21	244
Grade XII	Boys	...	...	...	...	...	...	...	...	...	...	...	6	28	44	31	17	23	149
	Girls	...	...	...	...	...	...	...	...	...	...	...	8	35	59	36	10	28	177
Totals by Sex	Boys	10	44	76	90	92	87	86	66	74	111	173	188	172	184	164	80	67	1,585
	Girls	14	38	68	77	82	85	82	79	90	163	244	241	200	164	80	39	93	1,839
*Grand Totals		24	82	144	167	174	172	168	145	164	274	417	429	372	298	147	82	165	3,424

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